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ABSTRACT

A guidance counselor implemented a 10-week practicum intervention designed to reduce the number of suspensions and repeat offenses among 9th and 10th graders. A team approach was used to implement a discipline and counseling model that incorporated guidance services as a routine intervention strategy with repeat offenders. The intervention program was called Suspension Team Outreach Program--Guidance, Administration, Pupils (STOP-GAP). Each pupil suspended by the assistant principal met with the guidance counselor at least once to develop a plan for alternative behavior and complete a Self-Esteem Inventory. At the end of 10 weeks, teachers completed an academic and social rating scale for each participant. Program evaluation data indicated fewer suspensions and repeat offenses among participants during the intervention than before it. At least half of the target group demonstrated improved self-concept in class participation, social interaction, emotional control, adaptability, and attitude. However, attendance decreased and there was little change in academic performance. It was concluded that a team discipline approach can reduce suspensions and repeat offenses and promote improved self-concept. Related materials, such as guidelines for a counseling session for developing alternative behaviors, are appended. (RH)

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Developing and Implementing a SUSPENSION TEAM OUTREACH PROGRAM GUIDANCE ADMINISTRATION PUPILS in a Secondary School Setting

STOP-GAP

by

Patricia Martin-Hollings

PS 019084

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Pat Martin-Hellwig

Abstract

Developing and Implementing a Suspension Team Outreach Program - Guidance, Administration, Pupils (STOP-GAP) in a Secondary School Setting.
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In order to reduce the number of suspensions and repeat offenses among ninth and tenth graders at a suburban, South Florida high school, one assistant principal and guidance counselor worked together to implement a 10-week team discipline approach, Suspension Team Outreach Program - Guidance, Administration, Pupils (STOP-GAP). Every pupil suspended by the assistant principal met with the guidance counselor at least once to develop alternative behavior. Other academic, vocational, and social services were also provided as needed by the counselor. Each student participant completed a Self-Esteem Inventory (SEI) by Stanley Coopersmith at the first and again at the last counseling session. At the end of the 10 weeks, teachers completed an academic/social rating scale for each participant. The results indicated fewer suspensions and repeat offenses among participants during STOP-GAP as compared to the number they had before the program. In fact, participants had fewer suspensions and repeat offenses than the rest of the ninth and tenth grade population at the school who did not participate. At least 50% of the target group also demonstrated improved self-concept in the areas of class participation, social interaction, emotional control, adaptability, and overall attitude. However, there was little change in academic performance and attendance decreased. It was concluded that a team discipline approach, such as STOP-GAP, can facilitate fewer suspensions and repeat offenses plus promote improved self-concept among participants. Appendices included guidelines for a counseling session to develop alternative behaviors, common characteristics of a suspended student, a sample SEI, and a sample teacher rating scale.

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title: Developing and Implementing a Suspension Team Outreach Program - Guidance, Administration, Pupils (STOP-GAP) in a Secondary School Setting

Student's Name: Patricia Martin-Hollings

Program Site: John I. Leonard High School, Lake Worth, FL 33415 Date: March 31, 1989

Observer's Name: DAVID CULP David Culp
(please print---------and sign)

Observer's position: Assistant Principal Phone #: 641-1200

Observer's comment on impact of the project (handwritten):

I have observed the implementation of this project within our school and I am excited by the results. I feel that this team discipline concept has a potential which could be very valuable for our school.

CHAPTER I

Purpose

A suburban high school in West Palm Beach, Florida was the setting for this practicum. This school is one of the largest of the fourteen high schools in the county. Based on test scores, usually the school is ranked as one of the top high schools. Consistently this school is at or above national, state, and local test averages. Senior surveys indicate that 25% will attend a junior college and 18% a four-year college.

In addition to academic courses, this school offers a four-year work program, a variety of electives in industrial arts, home economics, art, music, agriculture, and business plus an extensive evening and community school program. The school has one of the largest special education centers in the county. Many and varied extracurricular activities complement the academics and electives.

The average educational level of parents is 12.5 years. Most parents in this low to middle-class community work in service occupations or the trades. Two-thirds of the pupils have been touched by divorce,

separation, desertion, or death of a parent. The types of employment and the number of "broken" homes have contributed to the level of transiency in the area. The school has small pockets of pupils bussed from central West Palm Beach, a small group of migrants just south of the school, and a few areas of upper-middle-class, college-educated families in the far western corners of the school boundary. While 82% of the pupils are white, there is an increasing percentage of Hispanics (9%) and a stable percentage of blacks (7%). Most families speak English in the home. The 2,400 pupils served by the school come from diverse backgrounds.

While the 25-year old physical plant has been well maintained, certain additions have been necessary periodically to meet the needs of the growing population. Since the school is situated on nearly 40 acres, there has been ample room for a new media center, gymnasium, practice fields, and numerous portable classrooms. Renovations and additions are part of an ongoing process.

Stability of enrollment is clearly seen in the senior class figures where 78% of the pupils have attended this same high school for all four years. It may be noted, however, that these seniors are only 57%

of the original ninth-grade class. Early school leavers are most noticeable in the ninth-grade population which loses an average of 18% of its pupils by the end of the year. Withdrawal records indicate typical reasons for early school leavers are transiency, need for employment, and loss of credits due to excessive absenteeism (often because of disciplinary actions).

The student body is served by 140 teachers plus support personnel. In addition to the four assistant principals, there are five Assistant Principals for Student Administration (APSAs) with five corresponding guidance counselors. A parent advisory committee and student council work with the administration to develop appropriate school policy and goals. Surveys from parents, teachers, and pupils indicate a high morale and overall positive environment (Self Study, 1987-88).

The writer is a 41-year-old female of Filipino descent who is married and the mother of two teenagers. After beginning as an alternative education teacher at the school in 1980, she taught social studies for two years before becoming a guidance counselor for all grades. In addition to her duties as a counselor, she has served as a member of the school's scholarship

committee, chairperson of a ten-year study sub-committee, drug education core team member, merit school committee member, sponsor of peer facilitators and of a chapter of Students Against Drunk Driving (S.A.D.D.), and faculty advisor for a campus Alateen group. Currently, she is working towards an administrative career.

Concern for discipline in the public schools was ranked number one in the last sixteen of seventeen Gallup polls. Parents seem to want "tougher" discipline as evidenced by 80% supporting expulsion in a recent poll (Gallup, 1986). Yet they are also struggling to find viable solutions to the widespread dropout problem which is fed by the ever-growing numbers of suspensions and expulsions (Bowen and Lipkowitz, 1985). National statistics reveal that one of every thirteen high school pupils is suspended at least once (Cooney, 1981). Most are ninth and tenth graders (Noth and O'Neill, 1981). Recent court decisions have also added pressure for school administrators to find discipline alternatives (Streva, 1983).

Safer (1986) has indicated that the most vulnerable pupils to intensified high school discipline problems are ninth and tenth graders with a history of grade retentions, absenteeism, and/or suspensions. In fact, compared to academically effective students, those with multisuspensions in the junior high/middle school setting had a high school suspension risk of over 52%, and an expulsion risk of 29%. Pupils with academic problems are 12 times more likely to have many disciplinary problems than school achievers. Furthermore, the open, less-structured environment of

most high schools invites greater risk of suspensions. Three-fourths of all discipline problems occur in less-supervised, less-structured areas like the halls, cafeteria, and parking lot. Because most pupils with academic or behavioral problems drop out or are squeezed out by the middle of tenth grade, there is a dramatic decrease in disciplinary actions at the beginning of 11th grade (Safer, 1986). The first two years of high school are critical, especially for those pupils with a poor track record from earlier grades.

Local statistics provide further evidence of the national suspension problem. The 1986-87 figures for Palm Beach County (where the high school practicum site is located) indicate that 17% of all high school pupils were suspended (Bennett, 1987; Appendix B-1:53). As high as 53% of the county dropout rate may also be related to disciplinary action (Turner, 1987; Appendix B-2:54). Last year the site high school itself had a 16% suspension rate and 10% dropout rate (Thornton, 1987). Based on a sampling of these suspensions, as high as 36% were for repeat offenders, mostly ninth and tenth graders. While the public is becoming more aware of the suspension problem, there has been little research concerning the

problem of repeat offenders.

Statistics from this high school reveal that the average number of suspensions (including repeat offenders) per month is twenty for each assistant principal. The most common cause for suspension is violation of school rules. All disciplinary actions are guided by a uniform policy set by the Palm Beach County School Board (Student Parent Handbook, 1987; highlights, Appendix C:60).

Each of the five Assistant Principals for Student Administration (APSAs) receives an average of 5-10 discipline referrals daily from classroom teachers. Disciplinary actions are determined unilaterally by each assistant principal according to county guidelines. Guidance counselors rarely receive copies of discipline referrals but do receive all copies of suspensions (after the fact). Furthermore, the assistant principal and guidance counselor do talk informally about pupils. However, there is no uniform, coordinated procedure for handling pupil needs and discipline problems between the two offices. Caseloads of almost 500 regular education pupils each further hamper coordinated efforts.

Because school records show that repeat offenders comprise 25-36% of all those suspended at the school,

suspension alone is not deterring them. N.E.A. studies support positive discipline (Allen, 1981). Yet guidance services* are included 0-25% of the time in the suspension process of repeat offenders. The literature indicates that guidance services should be a routine part of an intervention strategy for every repeat offender (Bowen, 1985; Cooney, 1981; Leonard, 1984; Rudolph, 1984; Streva, 1983; Texas Ed. Agcy., 1984). However, 75-100% of repeat offenders are not receiving guidance services. A real need existed to implement a discipline model which incorporated guidance services as a routine part of an intervention strategy for every repeat offender. Since the model emphasized a team approach between the assistant principal and the guidance counselor, it was named Suspension Team Outreach Program - Guidance, Administration, Pupils (STOP-GAP).

*Guidance services: counseling, agency referrals, academic/vocational support services, assessment, e.g.

Four main objectives were identified to provide evaluation criteria for the overall effectiveness of the model.

The initial proposal called for 50% of STOP-GAP participants to show a reduction in suspensions and repeat offenses. So, if a participant were only suspended once, then theoretically no repeats would mean "improvement." Since school statistics showed most students were only suspended once, the initial objectives were meaningless. Consequently, the objectives were modified to emphasize total group improvement in terms of actual numbers of suspensions and repeat offenses.

Over a period of 10 weeks, the STOP-GAP group would show a reduced total number of suspensions compared to the number the group had had before the program. Suspension rates would be taken from weekly and monthly records kept by all APSAs.

Over a period of 10 weeks, the STOP-GAP group would have a reduced number of repeat offenses compared to the number the group had had before the program. The same suspension records as above would be used to evaluate this objective.

Over a period of 10 weeks, individualized guidance services (Appendix E:74) would be provided to all

suspended pupils and repeat offenders in STOP-GAP as evidenced by school records from the APSA and guidance counselor.

Over a period of 10 weeks, at least 50% of the STOP-GAP participants would show improved self-concept based on pre and post self-evaluations and post teacher reports.

CHAPTER II

Research and Solution Strategy

Much action research since the 1970s has explored alternatives to suspension because suspensions have led to other problems. The typical suspended pupil is an impoverished male who is academically deficient and psycho-socially inept. Loss of class time, lack of supervision, and isolation from peers increase the chances that a suspended pupil will become a dropout, a delinquent, and/or a social welfare recipient (Cooney, 1981; Just, 1985; Streva, 1983). Suspension alternatives have tried to address underlying student needs as well as the covert behavior problem (Bowen, 1985; Streva, 1983).

Because of increasing social pressure, schools are being forced to address the more complex needs of pupils (Streva, 1983). There is overwhelming evidence that today's pupils must cope with more serious problems than ever before. Two-thirds of the local and one-half of the national student population come from "broken" homes. Census figures indicates that 25 percent of all children (and 50 percent of black children) under 18 are living in poverty. Rising figures for abuse, suicide, and sexual activity are other indi-

cators of pupil distress (Patterson, Purkey, and Parker, 1986). Schools are expected to consider the whole pupil in the classroom or in the discipline office.

Educational research has produced a variety of discipline models. Common ones include separate alternative schools, in-school suspension rooms, time-out rooms, counseling centers, ombudsperson (as mediator), and schools-within-schools. Although they may differ in organization, nevertheless most of these models incorporate certain activities that are similar: counseling, behavior modification, academic and vocational support services, and parent involvement. Most attempt to coordinate four basic components - student, parent, staff, and community (Bowen, 1985; Cooney, 1981; Leonard, 1984; Streva, 1983). Key elements for success seem to be considerable parental involvement, careful planning, and good coordination of all parts (Bowen, 1985; Streva, 1983).

Current models reflect a holistic approach to pupil needs. Separate alternative schools allow for a small classroom environment with counseling readily available. Pupils work on regular academic coursework but with more individualized help. Frequently, individualized counseling and/or group counseling is pro-

vided. Alternative education can last from a few months to a full year. Unlike alternative schools, time-out rooms and in-school suspension rooms provide a short period of time - hours, days - away from the regular classroom setting. Usually pupils are not penalized academically because they are out of the classroom. They are allowed to complete their academic work but usually in isolation. Organized counseling services may or may not be readily available. Counseling centers tend to provide the most non-academic support services. Pupils are referred to these centers for academic, vocational, and personal counseling. The centers may be housed within the schools or, more commonly, away from the schools in centralized locations. An ombudsperson is a mediator at a school site. The goal of the ombudsperson is to negotiate between the pupil and typically the classroom teachers to reach mutually acceptable terms in order to avoid suspension. The schools-within-schools concept provides for a special program within schools like Cities In Schools or other dropout prevention programs. Pupils with a history of discipline, academic, and/or other problems are identified and then referred to that program. Full-time pupils participate in completely self-contained programs at their regular

school. They receive academic and elective course instruction, counseling, tutoring, etc.; all within the program. Cooney (1981) has detailed these and other models in an informative directory.

Various discipline models have been tried at this high school:

1) A semester-long alternative education classroom provided services for a maximum of 15 high-risk pupils of all grades and ability levels. Pupils were referred by APSAs usually for chronic behavior and/or attendance problems. Pupils received individualized/group academic instruction plus counseling. The class was short lived because of funding problems.

2) An in-school suspension room has been utilized off and on for the past several years. Pupils are referred by the APSAs for more minor, less chronic infractions of school and county policy. Pupils are allowed to continue their academics but in isolation. They study, eat, and take breaks separate from the rest of the campus. Grades for completed assignments (provided by their classroom teachers) are counted the same as non-suspended pupils' grades are. No counseling takes place. The environment is one of strict, no-nonsense school work coupled with isolation. The advantage of this program is that pupils can make up

missed work.

3) An afterschool, two-hour detention center in the cafeteria has also been used during the last several years. Chronic tardiness or chronic (but minor) classroom infractions are two common reasons for APSA referrals. Absolute quiet, no sleeping, and school work are expected. Not showing for an assigned detention or misbehaving in the detention center, however, can lead to a suspension.

4) There is one model not on campus, the alternative school. There are two such schools, one serving the northern and the other the southern high schools in the county. Although each school has a complete academic and counseling program, only very small numbers can be referred by any high school each year. There are also limitations on the kinds of pupils that can be referred. Either the APSA or counselor makes the referral.

5) Last year, a part-time dropout prevention program was attempted. High-risk pupils were placed in small, special English and math classes plus a "support" class used for tutoring or other help with mainstream classes. Funding and poor statistical results caused the program to fold after one year.

6) The most recent model is the Cities In School

program, this year's new joint venture between the high school and local business to decrease the number of dropouts. The program offers a "support class" for high-risk pupils that meets for one period daily. Exploring the world of work, discussing personal issues, receiving tutoring, and individualized rewarding for reaching specified goals are just some of the activities of this dropout prevention class. Pupils were referred by counselors based on an overall high-risk profile.

Despite growing educator awareness of multiple issues associated with discipline problems, actual practice on the front lines of the real school world indicate that pupils typically are treated separately. In other words, pupils are handled either as discipline or counseling cases depending on how the referral is made (Jones and Tecca, 1981). Because of caseloads, time crunches, and other factors, APSAs and counselors frequently take unilateral actions regarding pupils without full knowledge of the others' choices. The bottom line is they may not practice what they preach.

This high school has two on-campus, alternative - to - suspension programs (inschool suspension and afterschool detention), but these programs are actually discipline rather than holistic models. No orga-

nized counseling takes place in either nor in the dropout prevention program, Cities-In-Schools. Furthermore, there was no formalized counseling in last year's dropout prevention model. The number of suspensions mentioned earlier then becomes more remarkable in light of the several alternatives to suspension already in the school.

Jones and Tecca (1981:38) pinpointed the solution by writing,

> Counseling and discipline are synonymous in that they share the same ultimate goal - yet, discipline alone treats symptoms and not causes, and counseling alone treats causes, but does not provide accountability for behavior. A combined discipline-counseling approach...provides the best of both.

Beginning in 1975, junior high school counselor Jones and assistant principal Tecca produced positive results during the five-year span of their discipline counseling approach (the Bridge Street approach) in Wheeling, West Virginia. Their approach resulted in repeat offenders becoming rare. Each year the number of repeaters declined. Only nine percent of the population for all five years were recidivists. Moreover, the total number of discipline referrals declined each year. The decreasing numbers support the premise that discipline should be based on a team approach of assistant principal and counselor (Jones and

Tecca, 1981).

Because the school records indicate a real need to reduce the frequency of suspensions and because guidance services is documented in the literature to be a key activity in helping to reduce discipline problems (Bowen, 1985; Cooney, 1981; Leonard, 1984; Rudolph, 1984; Streva, 1983), the decision has been made, with the principal's blessing, to implement a discipline-counseling model, STOP-GAP, which incorporates guidance services as a routine intervention strategy with suspended ninth and tenth graders and repeat offenders.

There are several advantages to this particular model. It can be implemented with no additional cost or personnel. The model only requires a coordinated shift in paper and people flow. The new model simply requires that the assistant principal send copies of all completed discipline referrals (Appendix D:73) resulting in suspension to the guidance counselor who must meet with all suspended pupils. The counselor makes a brief notation of action taken on the same form. Since the standard referral form is used, there is no extra expense for new forms or extra time to train staff on new forms.

The timeliness of these meetings is crucial. Ide-

ally, the counselor at least should meet with the pupil at the time of suspension and/or upon return to school. Early parental contact is also vital (Bowen, 1985). These early pupil and parent meetings will help determine individual pupil needs and family support. Individualized guidance strategies can then be planned by the counselor, pupil, and parent (Appendix E:74).

Minimal paperwork is stressed to encourage easier acceptance by both offices. Planned weekly meetings are held between the assistance principal and guidance counselor to discuss actions in progress for different students. Again, coordination is a key success factor.

Another advantage of this model is the involvement of the guidance counselor in the suspension process. Perceived as the "good guy" by pupils and parents, the counselor may have a more positive impact on keeping pupils in school because he/she is seen as wanting to help.

Lastly, an important advantage is the innumerable resources in the community and at the school itself. In addition to the many school offerings mentioned earlier, the school has two occupational specialists, a local tech school and an evening G.E.D. program.

There are also a large number of public and private agencies from which to choose.

There are certain negative considerations that need to be addressed. Because the assistant principals and guidance counselors see themselves as overworked already, implementation of the model may be perceived as merely an additional task to perform instead of an asset to their services to pupils. This concern is the main reason for keeping paperwork to a minimum. It will be important to sell not only the selected assistant principal and counselor but eventually the rest of them and the entire staff.

Another area of concern is coordination. Many programs have failed because of inadequate planning and coordination. Can guidance counselors coordinate and follow up on pupils, teachers, agencies, and parents? This task is considerable in light of the caseload and paperwork requirements that already exist.

One last concern deals with parental involvement. The majority of families in the community have single parents or both parents working. Furthermore, there is usually a lack of available monies and insurance policies for community agency services. While parental involvement will be a key factor in the success

of this program, there are socio-economic forces that are working against such involvement.

Generally, the advantages outweigh the disadvantages. If carefully coordinated, the model has all the parts and resources to make a difference with minimal organizational and financial change.

CHAPTER III

Methodology

Over a period of 10 weeks, a team suspension program, STOP-GAP, was implemented to reduce the number of suspensions and repeat offenses among target ninth and tenth graders. A time-task calendar was developed with built-in opportunities to make modifications as needed (Appendix F:75).

The identification and orientation of staff was the first task of the project. There were already five sets of APSAs and guidance counselors at the target school. The set picked for the STOP-GAP program consisted of the researcher (who was also one of the counselors) and the APSA who normally works with the researcher. The familiarity of staff members having worked together was an asset to the program.

The five sets of APSAs and guidance counselors are comparable because they have similar educational and experiential backgrounds. The APSA chosen for STOP-GAP has fourteen years of teaching experience plus a master's degree. The guidance counselor chosen has a master's with eleven years in education. Each set has also worked together for three years with the same alphabetical groupings of students, ninth through

twelfth. Staff comparability allowed for greater transferability of the practicum to the rest of the staff should it prove successful.

After identifying the staff, it was important to orient the team to role expectations, appropriate procedures as well as basic paper and data keeping of suspensions and interventions. The Orientation Handbook (Appendix G:77) was a one-pager given to staff that spelled out the focus, goals, and roles of the STOP-GAP program. The only change in routine of the APSA was that he had to send the counselor copies of ninth and tenth grade Student Discipline Referrals (Appendix D:73) that had ended with suspension. The guidance counselor had four new but easy forms to use. Counseling Interventions (Appendix E:74) and Counseling Guidelines (Appendix H:78) were forms used during actual pupil contact. The other two forms were used to collect self-concept data. The student self - report, the Self-Esteem Inventory (SEI) by Stanley Coopersmith of the University of California, Davis (Appendix I:81), was chosen because it is regularly used by the county Exceptional Child Education department. The last counselor form, the Teacher Rating Scale (Appendix L:84) was a blend of different forms used routinely by the guidance office. Minimal change in the

routine facilitated program acceptance by the staff.

Following staff identification and orientation, it was important to set the timeframe of the practicum since all pupils and data needed to be categorized. The pretest period, approximately the first nine weeks of school, covered all suspensions/interventions from the first day of school through the day before the implementation of the STOP-GAP program. A STOP-GAP intervention was the treatment. The post-test period contained all suspension/intervention data during the entire 10 weeks of STOP-GAP. This period, November 1, 1988 through January 30, 1989, approximated the second nine weeks. Following implementation, another four weeks were marked for final data collection and analysis. The timeframe allowed adequate time for implementation and information gathering at both ends of the practicum, pre and post.

Once a realistic timeframe was set, pupils were identified and described. Identification was relatively simple since the target population was already assigned to the team. Every APSA keeps copies of all Student Discipline Referrals (Appendix D:73) and then summarizes discipline actions on monthly reports, Student Services/Report of Activities (Appendix K:83). The writer used the monthly reports for

pretest identification but used the daily referrals plus the monthly reports for identification during the implementation phase. Daily referrals provided more immediate feedback during STOP-GAP. Computerized pupil lists were used to keep notes on identified pupils.

While identification was direct and easily accessed, pupil description was rather tedious and time-consuming. Computer printouts quickly provided grade levels, grade point averages, race, and sex, but the more personal data in cum folders was often missing or misleading. Age was pulled from medical and registration forms. Ninth graders born before September, 1973 were considered over age. Tenth graders born before September, 1972 were deemed over age. The Stanford Achievement Test (SAT) plus report cards were used to determine academic ability - basic, regular, or advanced. Age and ability level were commonly found in the cum folders.

Special programming information was inconsistent. Frequently, elementary or junior high school records were incomplete so it was difficult to determine what type of special programs, if any, had been provided to any given pupil. Whenever there was evidence of special education in the past or present, the pupil

was eliminated from the practicum.

Multiple school data was also difficult to obtain. The writer had to look at school names on every document to see if any pupil had attended more than one elementary, junior high, or senior high school. Because of inconsistent records, some pupils who had moved from school to school probably were missed.

Pupils who had failed or repeated grades were identified from different sources. In addition to looking for any indication on all cum documents, the writer looked at the age of each pupil. If there was no written indication of repeated grades, but the pupil was over age for the grade level, then the writer counted that pupil as having repeated a grade at some point.

Pupils living with single parents were also identified from various sources. A single parent was defined as a biological parent who was no longer with the other natural parent because of divorce, separation, desertion, or death. The single parent could be remarried or living with someone yet still classified as a single parent for the purposes of this practicum. Single parent data was pulled from registration records, health records, and report cards. If there were different last names for any given pupil

and parents, then this pupil was categorized as living with a single parent. The single parent category required the most detective work.

The description of the target population was recorded on the Suspended Student Profile (Appendix J:82) which was taped to the computer printouts for each grade level. Originally, there were several separate forms for computerized information, personal data, and suspension/intervention tallies. These forms were quickly streamlined into one form for efficiency during implementation. A red pen was used for pretest data and a dark blue or black pen for post-test information. Using one recordkeeping form allowed the writer to see all pertinent data on any one student or to get a general idea of the bigger picture, forming daily, on the entire target group.

Although the recording system needed some tuning, the team approach system required little adjusting during the 10 weeks. The APSA had to make sure that the guidance counselor received copies of all ninth and tenth grade Student Discipline Referrals (Appendix D:73) that had ended in suspension. The APSA also had to meet with the counselor at least once weekly to review cases and make any program adjustments needed. While the general duties of the APSA remained the

same, only minor adjustments had to be made.

Much of the 10 weeks of programming responsibilities were given to the guidance counselor. Each STOP-GAP participant was seen at least once by the counselor who used Counseling guidelines (Appendix H:78) to help the pupil develop alternative behavior. Other interventions were made as needed by the counselor who referred to Counseling Interventions (Appendix E:74) as a guide. Every time a suspension and/or intervention were made, the counselor recorded the events on the same single form, the Suspended Student Profile (Appendix J:82).

As part of the initial intervention, the guidance counselor also had the pupil complete an SEI. The pupil was told that the form was simply a tool to help the counselor get to know the pupil better. The pupil was also reassured that no one else would see the form. To make the form easier to understand, the writer changed "Like Me" and "Unlike Me" to "Yes" and "No" respectively. Only one pupil, a bilingual female, needed the counselor to read the form aloud. The rest had no difficulty or hesitation in completing the form. Each pupil was asked to complete an additional SEI during the last meeting with the guidance counselor. Each was told that the second form was a

follow-up method used by the counselor to find out how the pupil was doing at that time. Again, the pupils were compliant and unquestioning. The SEI information was used in evaluating pupil self-concept.

The second SEI was sometimes difficult to obtain for several reasons. Some pupils were simply no longer available because of withdrawal, truancy, or other extenuating circumstances. If the guidance counselor were unable to get a second SEI from the pupil during the four weeks after STOP-GAP had ended, then this pupil was counted only on the practicum objectives for suspensions/interventions but not on the objective for self-concept. This adjustment in the original plan allowed for some statistics to be saved.

Another form used in evaluating pupil self-concept, the Teacher Rating Scale (Appendix L:84), was sent by the guidance counselor to all teachers of STOP-GAP participants at the end of the 10 weeks. The form was kept simple and easy to encourage more teachers to return it. They were not told what the program was or what its goals were. The purpose of this form was written in general terms so that teachers would not be prejudiced in their thinking while evaluating pupils. Generally, most teachers were cooperative and informative.

Once all pertinent data had been collected on the Suspended Student Profile (Appendix J:82), the information had to be tallied and summarized. Tallies were separated into pre and post categories by grade levels and also by combined grades. Again, red ink signified pre data and dark ink indicated post data. Whenever any pupil appeared in both pre and post groups, that pupil was counted as two separate people, once for the pre and once for the post group. Tallies of personal data (such as age, ability, single parenting) were used later to form a supplemental, general profile of what a typical suspended pupil might be.

While the tallies of personal data were easily done, the organizing of the suspension/intervention data required more than just adding columns. The original plan was to keep weekly activity sheets of all suspensions and interventions listed by discipline and counseling codes. Because all the APSAs titled rather than coded disciplinary actions, the writer had to look up the code for each action. The use of codes was discarded after the first week of implementation and replaced by the use of titles such as, "Insubordination" and "Profanity". Although this system was easy to maintain weekly, it caused a minor problem during the summarizing phase. Since some titles tended

to blend with others, some had to be combined arbitrarily such as, "Smoking" and "Possession of Tobacco Products," for more conciseness and manageability. Tallies were then made under the consolidated categories. Another area requiring consolidation was a major intervention category, "Counseling Sessions," which was used for any counseling with the pupil and/or parent even when the topic was adult education or the G.E.D., for example. Other categories such as adult education were counted only when a specific referral had been made by the counselor. Just as the personal data did, this descriptive data of suspensions and interventions served as a supplement to the main data addressing the specific practicum objectives.

The main tallies of suspensions were done in three ways: total suspensions, total suspended students, and total repeat offenders. Totals were figured for ninth and tenth graders separately and together. Data was analyzed in terms of just the 10 week program as well as in terms of a one-year extrapolation. Figures for the target group were also compared to figures for the rest of the ninth and tenth grade population which had been excluded from the practicum. This comparison helped to detect any

seasonal shifts in the figures. Improvement in the numbers of suspensions and repeat offenses was the criteria in achieving objectives one and two.

Tallying the self-concept data necessitated some interpretation as did the suspension titles earlier. Based on feedback from all counselors, a "+" for positive or "-" for negative was assigned to each response on the SEI (Appendix I:81). Responses were then tallied in terms of total positives and total negatives. The negative responses were taken as negative indicators of self-concept. The number of negative responses on the first SEI were compared to the number in the second one. Fewer negative responses on the second SEI indicated improved self-concept.

The teacher rating was also summarized in two ways - individually and collectively. The responses were categorized as "+" for improved, "0" for no change, and "-" for regressed. Each of the nine categories were weighed separately and together for an overall score. More "+'s" yielded a positive or improved score and conversely, more "-'s" yielded a negative or regressed score. The group totals were used to determine any group trends.

The data from both the SEI and teacher ratings was used to evaluate self-concept. Although both

forms deal with personal and academic situations, the SEI addresses more parent-child and personal relations whereas the teacher inventory focuses more on general classroom behaviors. They both address self-concept issues but sometimes in different ways. Because of differences, the pupil was considered to have demonstrated improved self-concept as long as one of the two - teacher or pupil - had an overall positive response.

CHAPTER IV

Results

Over a period of 10 weeks, the STOP-GAP group had a reduced total number of suspensions compared to the number the group had had before the program based on weekly and monthly records kept by all APSAs. Objective one was achieved.

The pre and post totals were analyzed in several ways. Looking at the ninth grade target population by itself (24% of the entire ninth grade class), the ninth graders had 23 suspensions during the pretest period but 18 suspensions during the 10 weeks of STOP-GAP. This decrease of almost 30% during the 10 weeks is more remarkable in light of the rest of the ninth grade population at the school showing an actual <u>increase</u> of 0.4% during the second nine weeks. Looking at the tenth grade target group by itself (26% of the entire tenth grade class), there was also a decrease from nine to eight suspensions or a 0.7% decrease while the rest of the tenth graders showed <u>no change</u> in the number of suspensions during the pre and post periods. Looking at the ninth and tenth grade target population as a whole (25% of the entire ninth and tenth grade classes), the target group had 32

suspensions during the pretest period but 26 during STOP-GAP or almost a 2% decrease while the rest of the ninth and tenth graders actually increased by 0.2% (Appendix M:85). While the ninth and tenth graders of STOP-GAP showed decreased numbers of suspensions both individually and collectively, these decreases are more significant in light of the rest of the population showing increases or no change at all. The comparison of the STOP-GAP results to the rest of the population serves to address any seasonal shifts in the suspension rates. In other words, had there been a decrease in the rest of the population, the STOP-GAP decrease would have been less significant. The individual and collective analysis of results helped to show individual differences within the target population as well as to address general trends or shifts.

If the 10-week results of STOP-GAP were extrapolated to one year, the probability of the program to reduce the suspension rate is more substantial. Yearly figures would show a decrease from 115.2 to 93.6 suspensions or an overall 19% yearly improvement (Appendix N:86).

Analysis of the baseline descriptors for the pre and post groups shows that the two groups were comparable. There is a common profile of a suspended

student at this school (Appendix O:87). Although national figures show more males suspended, at this school, males and females seem to be suspended in about the same numbers. Suspensions follow the racial proportions of the general school population so that this school has more suspensions of white students. Although high school records indicate relatively equal numbers of regular and basic students that are suspended, most had much higher Stanford Achievement Test (SAT) scores and overall academic achievement before junior high school. Most had experienced academic and discipline problems before high school which worsened in high school. Specifically, many had attended summer school and had been suspended before high school. Most had repeated at least one grade and had moved from school to school. As high school students, most were over age and had very poor grades and attendance problems. Most came from homes where only one biological parent was present. There was no difference in the types of suspensions for the pre and post groups. One difference, however, in the pre and post descriptors was that there were fewer withdrawals of suspended students in STOP-GAP. There were 15 among the pretest group but only 4 among the STOP-GAP group. Since national figures show many withdrawals had been

previously suspended (Safer, 1986), this group's decline in withdrawals may be an additional, unexpected benefit. The pre and post descriptors generally tend to follow national descriptors of a typical suspended student.

Not only did STOP-GAP lead to a reduction in the total number of suspensions but also a reduction in the total number of suspended students. There were more suspensions than there were students causing them in both the pre and post groups. The STOP-GAP group, however, showed a 0.6 decrease while the rest actually showed a 0.6 increase from pre to post-test periods (Appendix P:88). If the 10-week figures were extrapolated to yearly numbers, then STOP-GAP participants would go from 79.2 to 70.0 suspended students or an overall 9% yearly improvement (Appendix N:86). The greater number of suspensions caused by actual pupils points out the problem of recidivism which is addressed by objective two.

Over a period of 10 weeks, the STOP-GAP group had a reduced number of repeat offenses compared to the number the group had had before the program, based on the suspension records kept by the APSAs. Objective two was achieved.

There was a decrease in the number of repeat of-

fenders in the ninth and tenth grade STOP-GAP groups, both individually and collectively. Looking at the ninth grade population separately, there were six repeat offenders among 14 suspended in the pretest group but four among the 12 suspended in the post-test group. This difference was almost a 10% improvement. There was a decrease in the repeat offenses for the rest of the ninth grade but only about 2% overall. The tenth grade participants also showed an improvement after STOP-GAP, almost 13%, while the rest of the tenth graders actually showed an increase of almost 4%. The ninth and tenth grade population as a whole went from seven repeat offenders of 22 suspended to four repeaters of 20 suspended. This decrease was an improvement of almost 12% while the rest of the ninth and tenth graders actually increased their repeats by 0.2% (Appendix Q:89). Repeat offenders in STOP-GAP decreased during the 10 weeks as compared to the rest of the population which showed a much smaller increase for ninth graders or an actual increase for tenth graders. Again, seasonal shifts were not a factor in the STOP-GAP gains.

If the figures for the 10 weeks were extrapolated to one year numbers, the probability of the STOP-GAP program helping to reduce recidivism becomes more dra-

matic. Repeat offenders would drop from 25.2 to 14.4 yearly. This drop would mean a 43% yearly improvement. Generally, the effectiveness of the STOP-GAP program seems greater in reducing the number of recidivists than in reducing the number of suspensions.

Over a period of 10 weeks, individualized guidance services were provided to all suspended students and repeat offenders in STOP-GAP as evidenced by school records from the APSA and guidance counselor. Objective three was achieved.

Although the goal was to see each pupil at least once for every suspension, the records show many more interventions per pupil. There were 49 interventions made for the 12 students with 23 suspensions in the ninth, and 30 interventions made for the eight students with eight suspensions in the tenth grade during STOP-GAP. The majority of contacts were counseling sessions dealing with academic, social, and personal issues (Appendix O:87). Looking at the total 20 suspended students with 31 suspensions and 79 contacts, each suspended pupil in STOP-GAP was seen by the counselor an average of almost four times each, well over the goal of once each.

Over a period of 10 weeks, at least 50% of the

STOP-GAP participants showed improved self-concept based on pre and post self-evaluations and post teacher reports. Objective four was achieved.

Gains were indicated on both self-concept evaluative tools, the Self-Esteem Inventory and the Teacher Rating Scale (Appendix I, L:81,84). Looking at the SEI results for individuals, 11/15 pupils reported fewer negative responses on the second than on the first SEI (Appendix R:90). One student reported no change. Three demonstrated a regression in self concept. Considering the group as a whole, response tallies indicate the most gain in terms of interpersonal skills and the least in school effectiveness. Put another way, the typical pupil saw himself/herself improving personally but not academically. Looking at the Teacher Rating Scale results, 9/16 pupils were seen as improved and 9/15 as regressed (Appendix R:90). Group trends noted on the teacher scale (Appendix S:91) support the group trends noted on the SEI. In other words, teachers also saw more personal but fewer academic gains. School attendance, in fact, actually regressed. Although the SEI and teacher rating scale evaluate different areas of self-concept, the pupil and teacher perceptions matched 60% of the time. There were four cases where the pupil reported

improvement but teachers did not; one case where the pupil reported regression, but teachers saw improvement; and one case where the pupil felt the same, but teachers noted improvement. Again, if improvement were noted by either, the writer considered the net as improved self-concept.

CHAPTER V

Recommendations

The favorable results of the program will be shared with the principal and then the rest of the staff to establish the program among all the assistant principals and guidance counselors (Appendix A:52). An initial meeting with the respective coordinators of student services will be important. It will be necessary not only to familiarize them but to sell them on the program. Their support will be central to the life and effectiveness of an expanded program. Once the backing of the coordinators is secured, then the rest of the APSAs and counselors need to be acquainted with and sold on the program. An expanded program at the practicum site will serve as a model to sell at other locations.

A booklet (Appendix T:92) describing the model and providing details of implementing the model elsewhere was developed to be sent with a cover letter to all fourteen high schools and to high schools in neighboring counties. The cover letter would include an offer for the researcher to do an oral presentation of the STOP-GAP model at any of these high schools. An oral presentation and booklet dissemination will be

planned for various county association meetings of principals, assistant principals, and guidance counselors. Selling the association presidents and appropriate district specialists on the STOP-GAP program will help in obtaining speaking engagements in front of key groups.

A video or audio cassette of the program also could be developed. Such audio and video aids could be sent upon request to even more distant high schools. An additional plan to reach an expanded audience would be to send a booklet and cover letter to relevant state and national organizations for possible mention of the STOP-GAP program in professional newsletters and journals. Such expanded coverage would be the ideal.

If the model is repeated elsewhere, some changes are recommended. One staff person should act as program coordinator to keep the focus on the bigger picture. Frequently, the assistant principal and guidance counselor can be distracted by their own immediate duties. A coordinator can keep action and communication flowing between the departments. In addition to this staff adjustment, record keeping changes are recommended. All disciplinary actions should be recorded by <u>pupil</u> not just by month. Recording by pupil

will allow the staff to see quickly who the repeat offenders are. During the original STOP-GAP program, many hours were spent tracing down disciplinary actions made on the same pupil. Generally, the STOP-GAP model is fairly straightforward and easy to use as is. The model is appropriate at any level - elementary, junior high, or high school.

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Identification of At-Risk Pupils

Lupack, Barbara. "Early Alert: Reaching Students In Time." Colombia, MO: Paper to annual meeting of Midwest Writing Centers Assoc., 1983.

This paper identifies at-risk pupils as those with academic problems and chronic absenteeism. Support services for these students is coordinated by a learning center. Referrals come from teachers, deans, and even pupils.

Miller, Katherine. "Upward Reach: Disadvantaged Pupil Program Foundation." Cleveland, OH: Final Evaluation Report, Cleveland Public Schools, 1983.

This report suggests that juvenile delinquency, poor academic and vocational skills plus inappropriate behavior are all red flags in identifying at-risk pupils.

Wheelock, Anne. "Dropping Out: What The Research Says." Equity and Choice. Fall, 1986, pp. 7-11.

This journal article suggests that it is not so much the pupils' background but rather the schools' treatment of the pupils (in terms of practices and policies) that leads to early leavers.

Suspension Alternatives

"A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Implementation." Washington, D.C.: Final Report, Vol. III, of National Institute of Education, 1980.

This final report offers some excellent examples of detailed instruments such as parent descriptive surveys and teacher surveys that can be used in alternative-to-suspension programs. Tips on follow up and program organization are also given.

Cavagnaro, Andrew. "The Design and Implementation of a Program of Behavior Modification to Reduce Out of School Suspensions." Final Practicum Report, Nova University, 1986.

This practicum, implemented at the same high school two years earlier, describes a behavior modification model for at-risk pupils. An after-school counseling - detention program used group counseling and activity packets to foster more appropriate, alternative behaviors before at-risk pupils were suspended. The program was successful in reducing out of school suspensions, improving self-concepts and academic performances of participants.

Safer, Daniel, Heaton, Ronald and Parker, Frank. "A Behavioral Program for Disruptive Junior High School Students: Results and Follow-Up." Journal of Abnormal Psychology. Vol. 9 (4), 1981, pp. 483-94.

This article describes a collaborative effort be-

tween a mental health center and a junior high to reduce academic and behavior problems among disruptive students. This behavioral, in-school program successfully used a token economy, parent contracting, and academic support to help students. Follow-up statistics indicate that these same students continued to do better even in high school.

Intervention Strategies

Bingham, Mindy, Edmondson, Judy and Stryker, Sandy. Choices: A Teen Woman's Journal for Self Awareness and Personal Planning. Santa Barbara, CA: Advocacy Press, 1984.

This textbook and accompanying workbook uses exercises, charts, interview skills, and problem solving scenarios to facilitate the teen woman's exploration of values, careers, goals and more. The activities encourage the participant to plan and make decisions concerning her future in the adult world. There is a companion text for young men, Challenges: A Young Man's Journal for Self Awareness and Personal Planning.

Hersey, Nancy. How to Help Students Succeed. Portland, OR: J. Western Walch, 1986.

This booklet for teachers and counselors delin--eates effective tools for working with teen groups, faculty, and parents. The companion booklets, How to

Ace Parenting (for parents) and How to Be a Winner (for pupils), offer easy-to-read tips on communication skills, family problem-solving, and studying.

Lee, James and Pulvino, Charles. Self-Exploration Inventories. Minneapolis, MN: Educational Media Corp., 1981.

This excellent collection of self-help inventories for teens covers a considerable variety of high-interest issues including parent relationships and personal values. The inventories are very readable and easy to do individually or in groups.

Stressman, C.W. "In School Suspension...Making It a Place to Grow." NAASP Bulletin. February, 1985, pp. 86-88.

This article describes an in-school suspension program at a Liberty, MO high school that reduced recidivism by 50% and overall suspensions by 58%. There were numerous self-help packets for teens on discipline problems available upon request from the high school.

York, Phyllis and David. Toughlove. Doylestown, PA: Phyllis and David York, 1984.

This book is a self-help guide for parents in crisis because of very unacceptable behavior of teen offspring. The book shows parents ways, sometimes extreme, to teach their teenagers to take responsibility for their own actions.

John I. Leonard Community High School

4701 10th AVENUE NORTH • LAKE WORTH, FLORIDA 33463

LUKE THORNTON
PRINCIPAL

JESSIE C. JENKINS
Assistant Principal

DAVID CULP
Assistant Principal

WARREN R. HAWKINS
Assistant Principal
For Community Education

ETHEL RANDOLPH
Assistant Principal
For Curriculum

October 11, 1988

Dr. Michael Robbins, Site Administrator
Nova University
West Palm Beach Site
West Palm Beach, FL

Dear Dr. Robbins:

I concur with Patricia Martin-Hollings that the number of out of school suspensions at John I. Leonard High School is a serious situation and I support her proposal to improve that situation.

Excellence in education is the primary goal of the Palm Beach School District and Ms. Martin-Hollings' proposal supports that goal. I believe that a program that can help students succeed by helping them overcome self-defeating behavior is worthy of our consideration and support.

Sincerely,

Luke Thornton
Principal

pb

Appendix B-1

ANNUAL STUDENT STATISTICS - 1986-87

ATTENDANCE STATISTICS

	WHITE	BLACK	HISPANIC	ASIAN	AM INDIAN	TOTAL	MALE	FEMALE
ENROLLMENT NUMBERS	46182	25565	9071	1237	413	82468	42059	40409
ENROLLMENT PERCENTAGE	56%	31%	11%	2%	*	100%	51%	49%
ATTENDANCE PERCENTAGE	91%	94%	91%	96%	86%	92%	91%	93%

DISCIPLINE STATISTICS

	WHITE	BLACK	HISPANIC	ASIAN	AM INDIAN	TOTAL	MALE	FEMALE
CORPORAL PUNISHMENT NUMBERS	55	306	24	0	0	385	323	62
IN-HOUSE SUSPENSION NUMBERS	3940	2578	513	21	24	7076	4665	2411
OFF CAMPUS SUSPENSION NUMBERS	3519	2904	552	25	5	7005	5223	1782
EXPULSION NUMBERS	8	3	0	0	0	11	10	1

DROPOUT STATISTICS

	WHITE	BLACK	HISPANIC	ASIAN	AM INDIAN	TOTAL	MALE	FEMALE
DROPOUT PERCENTAGES	3%	3%	2%	*	*	3%	3%	2%
DROPOUT NUMBERS	1337	602	192	11	2	2144	1258	886
PARTIAL YEAR MIGRANT NUMBERS	0	39	29	0	0	68	38	30

* Indicates less than 1%

Appendix B-2

R E P O R T

O F

DROPOUT STATISTICS

F O R

1986-87

Isabel Turner
Project Manager
Dropout Prevention Center

August 3, 1987

1986-87 DROPOUT STATISTICS FOR GRADES K-12

Overall County dropout rate for grades K-12: 4.6%

By sex, the dropout rates ware:

Male	2226	5.2%
Female	1619	4.0%

Total Male/Female population:

Male	42,738
Female	40,261

By race, the county dropout rates were:

	Total Dropouts		Total Population
White	2,330	4.4%	52,645
Black	1,004	4.5%	22,233
Hispanic	471	6.7	6,999
Asian/Pacific Islanders	32	3.3	956
American Indian/Alaskan Native	8	4.8	166

The largest number of students dropping out left for the following reasons:

32.4% of the dropouts dropped out for reasons of non-attendance.

42.6% of the dropouts did not report to school at all.

6.3% of the dropouts left school to go to work.

6.3% of the dropouts left because of lack of interest.

Palm Beach County Schools have begun to address this problem through a Comprehensive Dropout Prevention Plan. Included in this Plan are early intervention programs in elementary and middle schools and high school programs designed for at-risk students. Also, a large retrieval effort is planned in addition to new in-school strategies to better identify and assist potential dropouts.

SCHOOL YEAR 1986/87 DROPOUT STATISTICS BY SCHOOL
GRADES 9 THROUGH 12
RANKED BY PERCENT OF DROPOUTS

SCHOOL NAME	TOTAL ENROLL	TOTAL DROPOUTS	DROPOUT PERCENT
SOUTH AREA ALTERNATIVE	88	45	51.14%
TWIN LAKES	2568	473	18.42%
LAKE WORTH	1512	264	17.46%
PAHOKEE JR. SR.	507	69	13.61%
SUNCOAST	876	117	13.36%
ATLANTIC	1695	208	12.27%
SANTALUCES	2263	275	12.15%
GLADES CENTRAL	1167	141	12.08%
J. I. LEONARD	2237	251	11.22%
NORTH AREA ALTERNATIVE	74	7	9.46%
FOREST HILL	2411	225	9.33%
PALM BEACH GARDENS	2180	190	8.72%
NORTH SHORE	1088	82	7.54%
SPANISH RIVER	2625	183	6.97%
BOCA	1838	82	4.46%
JUPITER	2049	90	4.39%
TOTALS	25178	2702	10.73%

SCHOOL YEAR 1986/87 DROPOUT STATISTICS BY SCHOOL
COMPARED TO 1985/86
RANKED BY % IMPROVEMENT
GRADES 9 THROUGH 12

SCHOOL NAME	TOTAL ENROLL	TOTAL DROPOUTS	1986/87 DROPOUT PERCENT	1985/86 DROPOUT PERCENT	% CHANGE
BOCA	1838	82	4.46%	14.32%	9.86%
SPANISH RIVER	2625	183	6.97%	13.80%	6.83%
GLADES CENTRAL	1167	141	12.08%	18.79%	6.71%
NORTH SHORE	1088	82	7.54%	11.25%	3.71%
JUPITER	2049	90	4.39%	8.04%	3.65%
J. I. LEONARD	2237	251	11.22%	13.72%	2.50%
FOREST HILL	2411	225	9.33%	11.56%	2.23%
PALM BEACH GARDENS	2180	190	8.72%	10.94%	2.22%
ATLANTIC	1695	208	12.27%	14.23%	1.96%
SANTALUCES	2263	275	12.15%	13.79%	1.64%
SUNCOAST	876	117	13.36%	14.70%	1.34%
LAKE WORTH	1512	264	17.46%	18.62%	1.16%
TWIN LAKES	2568	473	18.42%	17.94%	-0.48%
PAHOKEE JR. SR.	507	69	13.61%	11.99%	-1.62%
NORTH AREA ALTERNATIVE	74	7	9.46%	0.00%	-9.46%
SOUTH AREA ALTERNATIVE	88	45	51.14%	0.00%	-51.14%
	25178	2702	10.73%	13.80%	3.07%

D087RACE

DROPOUT STATISTICS BY RACE AND SEX
COMPARING 1985/86 TO 1986/87
(PERCENT OF POPULATION)
GRADES 9 THROUGH 12

	POPULATION	1985/86 DROPOUTS	PERCENT	POPULATION	1986/87 DROPOUTS	PERCENT	PERCENT CHANGE
MALE	11913	1867	15.67%	12618	1607	12.74%	-2.94%
FEMALE	12255	1469	11.99%	12560	1095	8.72%	-3.27%
BLACK	5554	803	14.46%	5865	715	12.19%	-2.27%
HISPANIC	1551	286	18.44%	1711	250	14.61%	-3.83%
WHITE	16786	2222	13.24%	17274	1716	9.93%	-3.30%

DROPOUT STATISTICS BY RACE AND SEX
COMPARING 1985/86 TO 1986/87
(PERCENT OF DROPOUTS)
GRADES 9 THROUGH 12

	DROPOUT POPULATION	1985/86 DROPOUTS	PERCENT	DROPOUT POPULATION	1986/87 DROPOUTS	PERCENT	PERCENT CHANGE
MALE	3336	1867	55.97%	2702	1607	59.47%	3.51%
FEMALE	3336	1469	44.03%	2702	1095	40.53%	-3.51%
BLACK	3336	803	24.07%	2702	715	26.46%	2.39%
HISPANIC	3336	286	8.57%	2702	250	9.25%	0.68%
WHITE	3336	2222	66.61%	2702	1716	63.51%	-3.10%

		TRANSACTION TYPES	1985/86 NUMBER	1985/86 % OF ALL DROPOUTS	1986/87 NUMBER	1986/87 % OF ALL DROPOUTS	
	W5	WORK PERMIT	1	0.03%	0	0.00%	-
*	701	NO SHOW	1304	34.64%	721	26.68%	-
*	702	INCORRECT STUDENT NUMBER (DO NOT USE)	0	0.00%	0	0.00%	
*	703	INCORRECT ENTRY - OUT OF DISTRICT	0	0.00%	0	0.00%	
	704	LEFT SCHOOL - WHEREABOUTS UNKNOWN	58	1.54%	43	1.59%	+
	705	NON-ATTENDANCE	1321	35.10%	1225	45.34%	+
	706	RAN AWAY	19	0.50%	17	0.63%	+
	707	LACK OF INTEREST	271	7.20%	234	8.66%	+
	708	FAILING - POOR GRADES	12	0.32%	39	1.44%	+
	709	DISCIPLINE	7	0.19%	24	0.89%	+
	710	INABILITY TO ADJUST TO SCHOOL	27	0.72%	52	1.92%	+
	711	SUITABLE PROGRAM NOT AVAILABLE	5	0.13%	4	0.15%	+
*	712	ENTERED ADULT EDUCATION PROGRAM	0	0.00%	0	0.00%	
*	713	ENTERED VOCATIONAL TECHNICAL EDUCATION	0	0.00%	0	0.00%	
	714	OVER AGE	11	0.29%	6	0.22%	-
	715	COURT ACTION	12	0.32%	6	0.22%	-
	716	WORK	181	4.81%	235	8.70%	+
	717	NEEDED AT HOME - FINANCIAL HARDSHIP	4	0.11%	6	0.22%	+
	718	ILLNESS IN FAMILY	6	0.16%	3	0.11%	-
*	719	HOSPITAL & HOMEBOUND	0	0.00%	0	0.00%	
	720	PREGNANT	17	0.45%	17	0.63%	+
	721	MARRIED	6	0.16%	7	0.26%	+
	722	ENTERED ARMED FORCES	9	0.24%	12	0.44%	+
*	723	EARLY DISMISSAL	0	0.00%	0	0.00%	
*	724	DECEASED	0	0.00%	0	0.00%	
	725	OTHER (NONE OF THE ABOVE REASONS APPLY)	65	1.73%	51	1.89%	+
		TOTAL - ALL	3336		2702		
		TOTAL CONSIDERED AS DROPOUTS	2032	8.41%	1981	7.87%	
		TOTAL POPULATION IN SCHOOL	24168	13.80%	25178	10.73%	

Discipline Policy

15. Compensatory Education

Special classes are available in Fundamental Basic Skills to provide remediation to students in grades 9, 10, and 11 identified through standardized test scores as having deficencies in these areas. Additionally, students in grades 11 and 12 will be provided remediation on a "periodic pull out" basis.

Parent-Teacher Conferences

Parent-Teacher conferences are a beneficial and welcome method for improving home-school communication and setting goals for student learning. They may be initiated by teachers or parents as needed. Parents may call the school and request appointments with teachers whenever they desire.

Academic Progress Reports

Progress reports will be issued to each student on or about the following dates: September 29, 1988; December 6, 1988; February 28, 1989; May 9, 1989. Parents should make note of the above dates. Reports may be mailed by teachers at intervals whenever the student appears to be failing or near failing any courses. Frequently, a parent-teacher conference will assist in providing a remedy for the low achievement of the student. This conference can be arranged with the guidance department(641-1230) if the parent requests such a conference.

Philosophy of Discipline

One of the objectives of the school is to encourage and develop self-control and discipline, rather than mere obedience to others. Further, intelligent self-direction is encouraged and developed. To these ends, students are provided with specific freedoms within the framework of school policies and are provided opportunities to learn to make decisions, to make choices, to assume responsibilities, to make mistakes, all under faculty supervision in a supportive environment.

In the environment of a large group such as that of a school, it is important to influence or structure the conduct of indiviual students in such a way that it does not unfairly or unnecessarily interfere with the rights of others or with the rights of the total group. Most student misconduct and violations of policies and school rules are probably due to carelessness, thoughtlessness, impulsiveness or lack of specific social skills. Some are probably due to a lack of knowledge or understanding of what is required of school rules and policies. It is a primary objective of this publication to outline and clarify the rules of student conduct and discipline, the specific grounds for disciplinary action, the procedures to be followed for acts requiring discipline, including corporal punishment, and the responsibilities and rights of the students.

Authority of the Principal D-5.351 (2)(e)

Florida Statutes 232.26, Authority of Principal

(1) (a) Subject to law and to the rules of the state board and the district school board, the principal in charge of the school or his designated representative shall develop policies by which he may delegate to any teacher or other member of the instructional staff or to any bus driver transporting students of the school such responsibility for the control and direction of students as he may consider desirable.

(b) The principal or his designated representative may suspend a student only in accordance with the rules of the district school board, and each suspension shall be reported in writing within 24 hours, with the reason therefor, to the student's parent or guardian and to the superintendent. A good faith effort shall be made by the principal to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions which require immediate suspension or in the case of a serious breach of conduct as defined by rules of the district school board. Such rules shall require oral or written notice to the student of the charges against him and, if he denies the charges, an explanation to him of the evidence against him and an opportunity for him to present his side of the story. No student who is required by law to attend school shall be suspended for unexcused absence or truancy. The principal or his designated representative may suspend any student transported to or from school at the public expense from the privilege of riding on a school bus, the principal or his designated representative giving notice in writing to the student's parent or guardian and to the superintendent within 24 hours. School personnel shall not be held legally responsible for suspensions of students made in good faith.

(c) The principal or designated representative may recommend to the superintendent the expulsion of any student who has committed a serious breach of conduct, including, but not limited to, willful disobedience, open defiance of authority of a member of the staff, violence against any persons or property, or any other act which substantially disrupts the orderly conduct of the school. Any recommendation of expulsion shall include a detailed report by the principal or designated representative on the alternative measures taken prior to the recommendation of expulsion.

(d) The principal or designated representative shall include an analysis of suspension in the annual report of school progress.

(2) Any pupil enrolled as a student who is formally charged with a felony by a proper prosecuting attorney for the unlawful possesson or sale of any substance controlled under chapter 893 shall, following an administrative hearing upon notice to the parents or parent or guardian of said pupil provided by the principal of the school pursuant to rules promulgated by the State Board of Education, if such suspension is recommended, be suspended from all classes of instruction until the determination of his guilt by a court of competent jurisdiction. If adjudicated guilty of a felony, the pupil shall be automatically expelled. Any pupil subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter 893 may be entitled to a waiver of the discipline or expulsion if he divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him, or if he voluntarily discloses his unlawful possession of such controlled substance prior to his arrest. Any information divulged which leads to such arrest and conviction shall not be admissible in evidence in a subsequent criminal trial against the pupil divulging such information.

(3) Any pupil subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter 893 may receive a waiver of the discipline or expulsion if the pupil commits himself, or is referred by the court in lieu of sentence, to a state-licensed drug abuse program and successfully completes the program.

D-5.132 - Penalties for Drug Abuse

The following penalties for students in secondary schools regarding possession/use and distribution of drugs shall be uniformly enforced. For purposes of clarification, the following definitions of terms are presented and apply to enrolled students of the Palm Beach County School System:

1. Possession/Use - Having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any mood-modifying substance including, but not limited to, those drugs and/or dangerous substances listed in chapter 893, Florida Statutes, and including alcohol, while on school property or jurisdiction of the School Board of Palm Beach County. Students in possession of legitimate prescriptions in their names and following appropriate guidelines of the School Board Policy for medications are exempt from this directive.

2. Distribution - The transfer of any mood-modifying substances including, but not limited to, those drugs and/or dangerous substances listed in chapter 893, Florida Statutes, prescibed medications, and including alcohol, to another person, with or without exchange of money or consideration of other valuables while under the jurisdiction of the School Board of Palm Beach County. Under this directive, possession is included in any case of distribution.

Penalties for Violations of Policies

1. Possession and/or Use -

First Offense: 10-day suspension, followed by counseling

Second Offense: 10-days plus up to a possible 30 day suspension and a possible recommendation for expulsion.

2. Distribution -

First Offense: 10 days plus up to a possible 30-day suspension and a possible recommendation for expulsion.

NOTE: Penalties may be increased based on quantity of the substance involved and past record of the individual. All violations will be reported to the police of jurisdiction.

5.18 - Student Conduct Code - Palm Beach County School Board

It is the intent of this policy to outline guidelines for the conduct and discipline of students in all of the schools of the district which will establish a safe, wholesome climate within which both positive growth and learning will occur. These guidelines also apply to adult students, age eighteen or older, except where specifically exempted.

1. The following acts by any student shall be deemed by the board as serious misconduct and shall be subject to action by legal means including expulsion from school:

a. To possess, display, or use any object that could be used to harm another person.
b. To loiter or visit on any school campus without written permission of the principal of the school center.
c. To push, pull, shove, or fight any student or member of the school staff, volunteer, or chaperon.
d. To use or possess cigarettes, cigars, snuff, chewing tobacco, smoking pipes, or any tobacco products on School Board property.
e. To possess, use, or sell any mood-modifying drug or substance including alcohol. A student may possess and use a lawful prescription ordered by a licensed physician and this shall not exceed the amount prescribed for one day.
f. To use profanity or obscene and abusive language or gestures in the presence of students or staff members.
g. To interfere with the privacy of any student by any non-consenting act.
h. To disobey or threaten physical harm to any staff member, volunteer, or chaperon or to threaten the family or property of any staff member, volunteer, or chaperon at a school center or any school-sponsored activity at or away from the school center.
i. To deface, steal, threaten or deprive the owner of the use of real or personal property belonging to the Board, students, or members of the school staff, volunteers, or chaperons.
j. To participate in or encourage any activity that is disruptive to the general peace and welfare of the school center or related functions in presence of or without presence of a professional staff member.
k. To discriminate against any other student, staff member, volunteer, or chaperon on the basis of sex, race, creed, color, handicap, or national origin.
l. To display behavior on the part of a student which is self-defacing or injurious to the student.
m. To participate in a walkout, sit-in, strike, or other action which is disruptive to the good order and effective functioning of the school.
n. To show affection through excessive physical contact on campus or at school activities.

(2) The above regulations shall be implemented by the following:

a. Each school center shall implement a system of redress of student grievances including the right to a fair and speedy hearing on said grievances.

b. Each school center shall maintain records for each student involved in infractons of said policy. These records shall be on the forms prescribed by the superintendent.

c. The principal of the school center shall have authority over all school-sponsored activities at the center or away from the center during or after the school day.

d. Each school center may promulgate additional rules peculiar to their needs.

Explanation of Procedures to be Followed for
Acts of Discipline in a Senior High School - D-5.351(2)(c)

Most violations of school policies and procedures are due to thoughtlessness or carelessness. However some are due to willful disobedience. Therefore, penalties for infractions are necessary.

Disciplinary Procedures and the Student Conduct Code

The following acts by any student have been deemed by the School Board as serious misconduct and shall be subject to action by legal means including expulsion from school. A specific description of each of the disciplinary procedures "a" through "h" is provided following the list of acts requiring discipline.

a. To possess, display, or use any object that could be used to harm another person.
   First violation - Procedure E
   Second violation - Procedure G

b. To loiter or visit on any school campus without written permission of the principal of the school center.
   First violation - Procedure B or C
   Second violation - Procedure D

c. To push, pull, shove, or fight any student or member of the school staff, volunteer, or chaperon.
   First violation - Procedure B or C
   Second violation - Procedure D

d. To use or possess cigarettes, cigars, smoking pipes, chewing tobacco, or any other tobacco product on School Board property.
   First violation - Procedure B or C
   Second violation - Procedure D

e. To possess, use, or sell any mood-modifying drug or substance including alcohol. A student may possess and use a lawful prescription ordered by a licensed physician and this shall not exceed the amount prescribed for one day.
   First violation - Procedure F
   Second violation - Procedure F

f. To use profanity or obscene and abusive language or gesture in the presence of students or staff members.
   First violation - Procedure B or C
   Second violation - Procedure D

g. To interfere with the privacy of any student by any nonconsenting act.
   First violation - Procedure B or C
   Second violation - Procedure D

h. To disobey or threaten any staff member, volunteer, or chaperon or to threaten the family or property of any staff member, volunteer or chaperon at a school center or any school-sponsored activity at or away from the school center.
   First violation - Procedure B or C
   Second violation - Procedure D

i. To deface, steal, threaten, or deprive the owner the use of real or personal property belonging to the Board, students, or members of the professional staff, volunteers, or chaperons.
   First violation
   minor - Procedure C
   Second violation
   minor - Procedure D
   First violation
   major - Procedure E
   Second violation
   major - Procedure F

j. To participate in or encourage any activity that is disruptive to the general peace and welfare of the school center or related functions in presence of a professional staff member.
   First violation - Procedure D
   Second violation - Procedure F

k. To discriminate against any other student, staff member, volunteer, or chaperon on the basis of sex, race, creed, handicap, or national origin.
   First violation - Procedure D
   Second violation - Procedure F

l. To display behavior on the part of a student which is self-defacing or injurious to the student.
   First violation - Procedure B or C
   Second violation - Procedure D

m. To participate in a walk-out, sit-in, strike, or other action which is disruptive to the good order or functioning of the school.
   First violation - Procedure D
   Second violation - Procedure F or G

n. To show affection through excessive physical contact on campus or at school activities.
   First violation - Procedure A
   Second violation - Procedure B or C

When a suspension is deemed necessary, the school seeks the earnest cooperation of the home. Hearings will be held and the Constitutional Rights of the student will be observed in that charges will be clearly stated, testimony will be heard, witnesses will be called, and counsel may be present.

School statutes require any student under suspenion to remain at home during school hours. The student may not participate in or attend any school-sponsored activity while under suspension.

List of Disciplinary Procedures (All steps to be followed)

Procedure A:
1. Investigation
2. Notify parent or guardian
3. Hearing with administrator or representative and parties concerned
4. Detentions

Procedure B:
1. Investigation
2. Notify parents or guardian
3. Hearing with administrator or representative and parties concerned
4. In-school suspension (1 - 10 days)
5. Notify teachers for assignments

Procedure C:
1. Investigation
2. Notify parents or guardian
3. Hearing with administrator or representative and parties concerned
4. Mandatory suspension for three (3) days
5. Notify area superintendent and attendance supervisor

Procedure D:
1. Investigation
2. Notify parents or guardian
3. Hearing with administrator or representative and parties concerned
4. Mandatory suspension for five (5) days. The superintendent and attendance supervisor shall be notified
5. In extreme cases, a recommendation to the Superintendent of Schools for an additional thirty (30) days and/or expulsion for presentation to the School Board

Procedure E:
1. Investigation
2. Notify parents or guardian
3. Referral to proper police authorities
4. Hearing with administrator and parties concerned
5. Mandatory five (5) day suspension. Notify the Superintendent and attendance supervisor

Procedure F:
1. Investigation
2. Notify parents or guardian immediately
3. Notify or refer to proper police authorities
4. Hearing with administrator and parties concerned
5. Mandatory ten (10) day suspension. The Superintendent and attendance supervisor shall be notified
6. A petition to the court may be filed by the aggrieved party regarding criminal acts
7. In extreme cases, a recommendation to the Superintendent of Schools for an additional thirty (30) day suspension and/or expulsion for presentation to the School Board

Procedure G:
1. Investigation
2. Notify parents or guardian
3. Notify proper police authorities
4. Hearing with administrator and parties concerned
5. Mandatory five (5) day suspension. The Superintendent and attendance supervisor shall be notified
6. If appropriate, a recommendation for expulsion to the Superintendent of Schools for presentation to the School Board

Procedure H: 1. Ask person or persons to leave school premises
2. If necessary, item or items will be confiscated

Campus Code of Conduct - J.I.L.C.H.S.

1. No student is permitted to be in any area where vehicles are parked. Students with permits to drive registered vehicles to school must park and leave them immediately upon arrival and return to them only when leaving school at the end of the school day.
2. No student is permitted to drive or ride in any vehicle during the school day.
3. No student is permitted to light any match, lighter, or other device or to explode or burn any object of any description while on the school grounds. Violators may be subject to arrest.
4. No student is permitted to litter trash on the school grounds or in the buildings and classrooms. Special care should be used to properly dispose of glass or metal containers which could break and cause injury to persons or vehicles on the school grounds. Deposit all trash in trash containers.
5. All students are required to keep the cafeteria clean and free of trays, trash and garbage. Students must check their immediate area before leaving to be sure that it is clean for use by others.
6. No student is permitted to mark or write upon any part of the school building, grounds, or equipment.
7. All students must show care and consideration in their use of restrooms. Do not mark or write on restrooms. Do not damage, deface, remove, or destroy equipment or supplies placed there for use. Do not smoke in restrooms at any time of day or night.
8. No student is permitted to use abusive or profane language within the hearing of any other student or faculty member while on the school grounds.
9. No student is permitted to report falsely a fire or emergency by pulling a fire alarm within the school. Such a disruption is a serious offense.
10. No student is permitted to leave the school campus at any time during the school day without the expressed written consent of the principal or his designee. (This rule does not apply to students when their regular courses of study require them to be elsewhere during part of the school day.) Parents may secure a waiver of the rule prohibiting students from leaving the campus by appearing in person at the school office and/or signing a notarized statement granting permission and holding the school harmless.
11. Radio, tape players and other audio equipment will be confiscated if brought on campus and may only be retrieved by a parent.
12. The WIRK road is School Board property and all school rules apply to students on this property.
13. The sale of candy or other food items on campus is prohibited.
14. Students are not permitted to sell any other items unless approved by the Student Activities Director.
15. Distribution of unauthorized literature is not permitted.
16. Any means of deception (written or verbal) used by a student or for another student is prohibited and may punishable by suspension.

DISCIPLINARY PROCEDURES FOR VIOLATIONS OF THE CAMPUS CODE WILL BE IN ACCORDANCE WITH SCHOOL BOARD POLICY 5.18 AND ADMINISTATIVE DIRECTIVE D-5.351.

31.06 - Assaults Upon Instructional Personnel; Penalty:

Any parent or other person not subject to the discipline of the school who assaults any person employed in an instructional capacity on school property shall be guilty of a misdemeanor of the second degree, punishable as provided by law.

231.07 - Insulting Instructional Personnel; Disturbing School Function:

Any person who upbraids, abuses or insults any member of the instructional staff on school property or in the presence of the pupils at a school activity, or any person not otherwise subject to the rules and regulations of the school who creates a disturbance on the property or grounds of any school, who commits any act that interrupts the orderly conduct of a school or any activity thereof, shall be guilty of a misdemeanor of the second degree, punishable as provided by law. This section shall not apply to any pupil in or subject to the discipline of a school.

228.091 - Trespass Upon Grounds or Facilities of Public Schools; Penalties; Arrest:

1. Any person who:
   (a) 1. Is not a student, officer, or employee of a public school; or
   2. Does not have legitimate business on the campus; or
   3. Is not a parent, guardian, or person who has legal custody of a student enrolled at such school;

or

   (b) 1. Is a student currently under suspension or expulsion; or
   2. Is an employee who is not required by his employment by such school to be on the campus or any other facility owned, operated, or controlled by the governing Board of any such school and who enters or remains upon the campus or any other facility owned by any such school, and thereon commits any act which disrupts the orderly conduct of the activities of such campus or facility, commits a trespass upon the grounds of a public facility and is guilty of a misdemeanor of the second degree, punishable as provided in s.775.082, s.775.083, or s.775.084.

2. Any peace officer may arrest either on or off the premises and without warrant any persons he has probable cause for believing has committed the offense of trespass upon the grounds of a public school facility. Such arrest shall not render the peace officer criminally or civilly liable for false arrest, false imprisonment, or unlawful detention.

Sportsmanship

All J.I.L.C.H.S. students, parents and friends are encouraged to display good sportsmanship while spectators at school sports events. Your behavior always reflects upon the reputation of the school as well as your family and yourself.

DO:-
1. Attend sports events
2. Cheer for your team
3. Be quiet during signal calling of the home team and opposing team
4. Wear your school colors
5. Observe rules of safety
6. Be courteous to everyone

DON'T:-
1. Stay away from sports events
2. Boo the opposing team
3. Insult individual players, coaches, or officials
4. Loudly criticize official calls
5. Use profanity or vulgar language in cheers
6. Make noise just to detract an individual opponent
7. Allow "outsiders" to lead you in inappropriate cheers or actions

The principal of the school has full authority to eject or refuse admission to any persons at a school event when their behavior becomes unduly distracting, vulgar, abusive, or detrimental to the general welfare of the student body.

Student Vehicles

The use of motor vehicles on the campus is restricted to coming to school at the beginning of the student's school day and leaving campus at the end of the student's school day. Students are not permitted to be in or near the vehicles during the school day. PARK IT, LOCK IT, AND LEAVE IT. Do not return to the vehicle until the end of the school day to leave campus. Two-wheeled vehicles are restricted to the front of the campus. Vehicles must be operated in a safe manner as described in the Driving and parking Regulations described herein. Violations noted may result in the following procedures. Depending on the severity of the violation, the student may be issued:

1. One or more two hour dean's detentions.
2. Loss of driving privileges on the main campus.
3. Up to three days suspension from school.

Detentions

All detentions will be held from 2:40 - 4:40 Monday through Thursday (Work Experience students included). Work Experience students who elect to remain on campus until detention begins must report to the Media Center.

During detention students may not put their heads down on the desks, sleep, pass notes or communicate in any manner. Detention will be a total academic situation.

If a student is absent from school, he or she needs to reschedule the detention immediately with the dean. If a student misses a detention for reasons other than emergency matters, he or she will be given two detiontions for the one detention missed. If either one of these detentions are missed, the student will be suspended from one to three days.

CAMPUS DRIVING AND PARKING REGULATIONS

1. Speed limit is 10 miles per hour.
2. Park in marked parking spaces only.
3. Do not park in fire lanes, rights-of-way, on parkways or any grassy areas.
4. Always lock car.
5. Leave car immediately upon parking and do not return until leaving.
6. Park in RESERVED or HANDICAPPED only if assigned.
7. Do not drive on grass.
8. Do not make quick starts or squeal tires.
9. Approach speed bumps slowly. Speed bumps are placed in the right-of-way to discourage violators and to increase safety of school personnel.
10. Park all cycles and mopeds on concrete slab in front of 100 building.

Attendance Procedures

School attendance procedures will be consistent with Administrative Directive D-5.031 issued by the Superintendent of Schools. This Directive is reprinted on the next page for your information. The Administrative Directive together with the following information make up the school attendance procedures for students and parent/guardians.

1. Any student entering school after an absence from any part or all of a school day must bring a note to the appropriate dean explaining the absence (within three (3) days of the last absence). The student will be issued a pink slip and should then proceed to class. Pink slips are issued from 7:00 - 7:30. Arriving after 7:30 for a pink slip will result in an unexcused tardy and a dean's detention.
   a. Student name
   b. Grade level
   c. Dates and/or periods missed
   d. Reason for absence
   e. Signature of parent or guardian
   f. Telephone number for use in verifying note (work and home). An acceptable note must contain the above information.

2. The faculty will record absences of students as EXCUSED or UNEXCUSED as marked on the pink slips. All make-up work is the responsbility of the student. Students will be allowed one day for each day absent to make up their work. For UNEXCUSED absences, make-up work missed by the student will not be permitted.
3. In order to secure an early release from campus the student must satisfy the following:
   a. A note from parent or legal guardian must be presented to the appropriate Assistant Principal for approval prior to the beginning of school.
   b. A phone call to Student Services from parent or legal guardian.
4. Whenever a student's grade is significantly dropping or student is failing because of attendance the parent or guardian will be notified by telephone or mail at the telephone number or mailing address supplied by the parent/guardian through the address verification form. It is the responsibility of the student and parent/guardian to inform the school of the correct current address and telephone number. Failure to do so prevents the school from carrying out its responsibility to inform the parent/guardian concerning attendance and/or pupil progress. See Administrative Directive D-5.031, paragraphs (9) and (10) for further information.
5. When a student's tardies exceed three (3), he/she will receive a detention and a detention will be assigned for each additional tardy up to ten.
   If a student's tardies reach ten (10), he/she will be suspended from school for three days.

ADMINISTRATIVE DIRECTIVE D-5.031 NON-ATTENDANCE OF SENIOR HIGH SCHOOL STUDENTS -- School attendance is the direct responsibility of parents and students. All students are expected to attend school regularly and be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

(1) Notes and telephone calls may be required before or after an absence. It is the responsibility of the student to make up work missed because of an excused absence.
(2) When a student accumulates absences that may affect his/her education, the following communications will occur each semester:
a) notification to parents by phone and/or mail when a student has reached five (5) absences.
b) notification to parents by phone and/or mail when a student has reached ten (10) absences in one or more classes.
(3) When a student exceeds ten (10) absences in one or more classes each semester, any of which are unexcused, the student will be placed under an Attendance Agreement.
a) If the conditions of the Agreement are satisfactorily met, the student will receive credit if earned.
b) If the conditions of the Agreement are NOT satisfactorily met, the principal/designee shall convene a due process hearing with notification given to parents requesting them to attend. The purpose of this hearing will be to discuss the student's educational program. Alternatives include:
1. permit student to remain in class and appeal for credit at the end of the semester through the attendance appeals process; 2. recommend reassignment of student to alternative school placement; 3. recommend student for G.E.D. program; 4. withdraw student and recommend to adult education; 5. withdraw student and recommend for reenrollment the following semester.
(4) Subject to the discretion and approval of the principal or designee, all documented medical, legal, or compassionate reasons may be excused without penalty.
(5) Parents may request a homebound teacher for an illness predicted to exceed fifteen (15) days.
(6) A student who is suspended from school for a disciplinary problem for a given number of days will have that number of days charged against the total of ten (10) days permitted in this directive.
(7) Tardiness to class will be handled as a disciplinary infraction. Tardiness of 30 minutes or more to a class will be defined as an absence.
(8) Each student shall be provided an address verification form at the beginning of each school year that is to be completed, signed and returned by the parent/guardian. It is the responsibility of the parent to keep the school informed of a correct, current address.
(9) Parent or guardians shall be requested to notify schools promptly of any change of a student's address or telephone number.

(10) Students on suspension shall be permitted to make up nine-weeks and semester exams.
(11) All students enrolled at technical, adult, or community schools for high school credit toward a high school diploma, must meet the same hourly attendance requirements as students in regular high schools.
(12) This attendance policy shall be printed in the Student-parent handbook for proper notification to both student and parent.
*A written note and a telephone call to the student's Assistant Principal or secretary are necessary before a student who has exceeded ten (10) absences may return to his/her classes as excused. The student will be considered unexcused until these requirements are met.

Attendance Agreement

Student Name:_____Date:_____

Grade Level:_____Birthdate:_____

This Agreement is intended to inform the parents/guardian(s) of_____ _____that he/she is being placed on an Attendance Agreement. This action is necessary because_____ has a serious attendance problem which is affecting hi. classroom performance. It is imperative that you as parent/guardian(s) see that the conditions of this agreement are satisfactorily met. _____must:

1. Attend all class sessions except for excused absences.
2. Report to class on time each day.
3. Refrain from any inappropriate behavior.
4. Complete all classwork necessary to earn a passing grade.

CLASS/CLASSES AFFECTED

Period	Course	Teacher

If other classes are subsequently affected, those classes will automatically be added to this agreement.

I hereby agree that there will be no further unexcused absences and that all terms of this agreement will be satisfactorily met. I also understand that a violation of this Agreement will result in a Due Process Hearing. This hearing will be held to determine the educational status of_____ _____.

_____ _____

Principal/Designee Date Parent/Guardian* Date

_____

Student Date

*If Parent/Guardian is unavailable for signature, Parent/Guardian was contacted using the following method:

Phone:_____ Date:_____ Contacted by:_____

Mail:_____ Date:_____ Sent by:_____

Due Process Hearing
Status Report

Date:_____

Student Name:_____Grade:_____Birthdate:_____

This is to inform the parents/guardian(s) of_____that he/she is being assigned the following status at John I. Leonard High School due to excessive absences.

1._____Permitted to remain in class and appeal for credit at the end of the semester through the attendance appeals process* (see note below for conditions).
2._____Reassigned to alternative school.
3._____Recommended for G.E.D.
4._____Withdrawn and recommended to adult education.
5._____Withdrawn and recommended for reentry next semester.

*I am aware that if I am permitted to continue in class I must:

1. Attend all class sessions except for excused absences.
2. Report to class on time each day.
3. Refrain from any inappropriate behavior.
4. Complete all classwork necessary to earn a passing grade.
5. Complete an appeals request to the appropriate person for reinstatement of credit. I understand my appeal may either be granted or denied based upon my successful/unsuccessful fulfillment of the Attendance Agreement.

If additional classes are subsequently affected, those classes will automatically be added to this agreement.

CLASS/CLASSES AFFECTED

Period	Course	Teacher

_____
Student Date

_____ _____
Parent* Date Principal/Designee Date

*Parent signature REQUIRED if student is under 18 years of age.

Appendix D

STUDENT DISCIPLINE REFERRAL

STUDENT: _____ Grade: _____ Time: _____

REPORTED BY: _____ Position: _____ DATE: _____

NATURE OF PROBLEM: _____

_____

_____

ACTION BEFORE REFERRAL

Conference with Pupil _____
Detention _____
Parent Conference _____
Letter to Parents _____
Guidance Conference _____
Other _____

TEACHER/STUDENT/ADMINISTRATION CONF.

My Planning Period Is _____
This Period Student is in Room _____

ACTION BY ADMINISTRATION

Date: _____

____ Conference with pupil (warning-reprimand)
____ Detention
____ Phone call to parents
____ Formal letter (copy in your mailbox)
____ Conference with parent being requested
____ Referred to Pupil Personnel Department
____ Suspension (with hearing)
____ Corporal Punishment
____ Other:

1st COPY - ORIGINATOR 2nd COPY - STAFF 3rd COPY - PARENT 4th COPY - ADMINISTRATION

PBSD0279

Appendix E

Counseling Interventions

All Students:

1. Problem-solving and decision-making strategy session at time of suspension or upon return to school in order to help the pupil identify alternative behaviors for any similar situation in the future.
2. Parent contact to facilitate parent support and involvement in the program.

Individualized Strategies:

3. Personal counseling by guidance counselor
4. Academic, vocational guidance sessions
5. Referral for tutoring
6. Referral to other community agencies
7. Performing a needs assessment
8. Initiating weekly progress reports
9. Referral of parent/s to parenting classes
10. Referral to Occupational Specialist.
11. Counseling and/or referral for General Education Diploma (G.E.D.) or Adult Education Diploma
12. Testing, screening for other programs at school
13. Developing and implementing behavior contracts
14. Initiating conference with others (e.g., teachers, parents, administrators, agency representatives)
15. Providing support services to teachers (e.g., strategy plans, classroom management, community resources)
16. Other (specified)

Appendix F

Time-Task Calendar - page 1 of 2

Who	Task	Week	Data Collected	Obj. 1	Obj. 2	Obj. 3	Obj. 4
Researcher	Identify & orient - APSA & counselor	pre-wk 1	Staff roles, procedures, forms	x	x	x	x
Researcher	Identify/describe pupils for baseline on pre & post-test period; transfer data to Susp. Student Profile.	1-10	Stud. Disc. Referrals & Stud. Serv. Report of Activities: suspensions, pupil names. Compu prints: age, sex, race, grade, gpa Cum folders: gr. repeated, # schools attended, attendance, spec. programs, single parent	x	x	x	x
APSA	Send copies of all suspensions to counselor.	1-10	Discuss referrals with APSA, actions noted	x	x	x	
Counselor	Make at least one intervention per suspension.	1-10	Discuss referrals with counselor, actions noted	x	x	x	
Counselor	Have each pupil fill out SEI.	1-10	SEI answers				x
APSA/Couns.	Meet at least once weekly to review, coordinate, modify actions/plans as needed.	1-10	#/type suspensions/ interventions	x	x	x	x
Researcher	For pre & post-test periods, collect all discipline referrals from couns. & APSAs; record suspensions & interventions on Susp. Student Profile.	1-10	Suspensions/interventions by number and kind.	x	x	x	
Counselor	Have each pupil fill out another SEI.	10-11	Second set, SEI answers				x

Appendix F

Time-Task Calendar - page 2 of 2

Who	Task	Week	Data Collected	Obj. 1	Obj. 2	Obj. 3	Obj. 4
Researcher	Total each category for pre & post-test periods on Suspended Student Profile.	11-14	Pre & post baseline data totals; APSA & counselor total susp/interventions	x	x	x	
Researcher	Total 1st & 2nd SEIs by worse (-), no change (0), & improved (+) behavior/rating categories; find net scores.	11-14	Pupil ratings of self-concept				x
Researcher	Total teacher ratings by worse (-), no change (0), & improved (+) behavior/rating categories; find net scores.	11-14	Teacher ratings of pupil behavior, attendance, academics, attitude				x
Researcher	Using totals from Susp. Stud. Profile, determine comparability of pre & post groups; determine if participants had fewer suspensions, repeat offenses and if all pupils had counseling.	11-14	Data as listed on Susp. Student Profile	x	x	x	x
Researcher	Using net scores, compare pre & post-SEIs & post teacher ratings to determine if any improvement in self-concepts.	11-14	Pupil and teacher responses				x

Appendix G

Orientation Handout

Suspension Team Outreach Program
Guidance, Administration, Pupils

STOP-GAP

Counseling and discipline share the same goals - yet discipline by itself treats symptoms not causes while counseling by itself treats causes but neglects accountability for behavior. The best approach to helping the whole pupil seems to be a team approach like STOP-GAP where the assistant principal and guidance counselor work closely together to decrease discipline problems, namely suspensions.

The team approach is simple. The assistant principal immediately notifies the counselor of any ninth or tenth grade suspension. At the time of suspension or upon the pupil's return to school, the counselor holds a problem-solving, decision-making strategy session to help the pupil develop alternative behaviors and take responsibility for his/her actions. Parent contact and support are most helpful to the program. The counselor may supplement this minimum session with other strategies listed on Counseling Interventions.

The assistant principal and guidance counselor meet at least once weekly to update and coordinate the progress of different pupils. The key to a successful STOP-GAP program is communication and coordination - working together to help pupils develop positive behavior and a sense of accountability for behavior!

Appendix H

Counseling Guidelines

for Problem-Solving/Decision-Making Session

The following steps are only guidelines. The counselor is encouraged to adapt these steps to fit his/her own personal style and the needs of the pupil during this session.

Step 1: Establishing Rapport

Let the pupil know that you want to help. Relate to the pupil that you have his/her best interests at heart. Get the message across that you are not judging but rather helping the pupil be more successful.

Step 2: Identifying the Problem

Help the pupil identify and understand the central issue or problem. Relate the behavior to the consequence. It might be beneficial for you to ask these kinds of questions:

Have you read the student handbook regarding _____?

Were you aware of the penalty for _____?

What is the problem?

When does it occur and under what circumstances?

Who else is involved or who else contributes

to the problem?

Who or what interferes with making a decision?

What prompted you to act in this manner?

What were you trying to accomplish?

In what ways could your actions have interfered with what you were trying to accomplish?

Step 3: Exploring Alternatives and Consequences

Help the pupil look at other behaviors to accomplish what is wanted. Help the pupil evaluate the alternatives by discovering and weighing the consequence of each behavior. It might be beneficial for you to ask these kinds of questions:

Are you willing to try a different way?

What are some other ways to get what you want?

Who or what interferes with you choosing this alternative?

What is good about this alternative?

If you choose this alternative, exactly what steps would you follow the next time a situation similar to this one happens?

If you acted in this other way, what do you think might happen? What would you get out of it?

Step 4: Choosing the Best Alternative

Help the pupil pick one alternative to follow the next time a similar situation happens. Help the pupil take responsibility for his/her behavior by making a contract with you. Note and both of you sign the terms of the agreement at the bottom of the discipline referral. Set a time to meet again to follow up and evaluate the pupil's behavior.

Appendix I

SELF-ESTEEM INVENTORY (SEI)

Stanley Coopersmith

University of California, Davis

Date Administered _____

Student Name _____ Student I.D. Number _____

School Number _____ Grade Level _____

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column "LIKE ME".

If the statement does not describe how you usually feel, put a check (✓) in the column "UNLIKE ME".

There are no right or wrong answers.

	Yes Like Me	No Unlike Me
Example: I'm a hard worker.		
1. I often wish I were someone else.	(-)	(+)
2. I find it very hard to talk in front of the class.	(-)	(+)
3. There are lots of things about myself I'd change if I could.	(-)	(+)
4. I can make up my mind without too much trouble.	(+)	(-)
5. I get upset easily at home.	(-)	(+)
6. I'm a lot of fun to be with.	(+)	(-)
7. It takes me a long time to get used to anything new.	(-)	(+)
8. I'm popular with kids my own age.	(+)	(-)
9. My parents usually consider my feelings.	(+)	(-)
10. I give in very easily.	(-)	(+)
11. My parents expect too much of me.	(-)	(+)
12. It's pretty tough to be me.	(-)	(+)
13. Things are all mixed up in my life.	(-)	(+)
14. Kids usually follow my ideas.	(+)	(-)
15. I have a low opinion of myself.	(-)	(+)
16. There are many times when I'd like to leave home.	(-)	(+)
17. I often feel upset in school.	(-)	(+)
18. I'm not as nice looking as most people.	(-)	(+)
19. If I have something to say, I usually say it.	(+)	(-)
20. My parents understand me.	(+)	(-)
21. Most people are better liked than I am.	(-)	(+)
22. I usually feel as if my parents are pushing me.	(-)	(+)
23. I often get discouraged in school.	(-)	(+)
24. Things usually don't bother me.	(+)	(-)
25. I can't be depended on.	(-)	(+)

Appendix J

Suspended Student Profile

Computer Printout				Cum Folder							Week 1-10		
Name	Sex	Race	Grade Point Aver. (GPA)	Age	SAT Ability Level	Special Programs	Multiple Schools	Repeated Grades	Single Parent		Date/ Type Suspen.	Date/ Type Inter-vention	Repea
	Male (M) Female (F)	(1-5)	Based on 4.0 scale		Basic Regular Advanced		Yes (Y) No (N)	Yes (Y) NO (N)	Yes (Y) No (N)				

1-Am. Ind. 2-Black 3-Asian, Pacific Island 4-Hispanic 5-White, Non-Hispanic

Over Age 9th if D.O.B. Before 9/73
Over Age 10th if D.O.B. Before 9/72

Exceptional Child Ed. (ECE), In School Suspension (ISS), Cities In Schools (CIS), Alt. School (AS), Adult Ed. (AE) Other (O)

TO:

FROM: Student Services

RE: Report of Activities

DATE:

SUSPENSIONS

	NAME	GR.	SEX	RACE	DATES	PROBLEM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

IN-SCHOOL SUSPENSIONS

		GR.	SEX	RACE	DATE	PROBLEM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

CORPORAL PUNISHMENT

		DATE	GR.	SEX	RACE	WITNESSED BY	PROBLEM
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

PARENT CONTACTS: Total number_____

PARENT STUDENT CONFERENCES: Total number_____

CAMPUS SUPERVISIONS:

COMMENTS OR RECOMMENDATIONS:

Appendix L

Teacher Rating Scale

Dear _____,

To help us evaluate a pilot program in which _____ has participated, please take a few moments to complete this confidential rating of this pupil.

Please check the appropriate boxes and include any comments if you'd like. I'd appreciate this form being returned to me by _____.

Thanks,

Pat Martin-Hollings

	Improved	No Change	Regressed
Class Participation			
Work Completion			
Social Interaction			
Emotional Control			
Interaction/Authority			
Academic Performance			
Ability to Adapt to Change			
Attendance			
Overall Attitude			

Comments (optional):

Appendix M

Summary of Total Suspensions

Grade Level	Population	Pre	Post	Results
9th	A-D 175 (0.240)	23/175 (0.131)	18/175 (0.103)	0.028 Decrease
	Rest 562 (0.760)	49/562 (0.087)	51/562 (0.091)	0.004 Increase
10th	A-D 157 (0.260)	9/157 (0.057)	8/157 (0.050)	0.007 Decrease
	Rest 447 (0.740)	24/447 (0.054)	24/447 (0.054)	No Change
9th & 10th	A-D 332 (0.250)	32/332 (0.096)	26/332 (0.078)	0.018 Decrease
	Rest 1009 (0.750)	73/1009 (0.072)	75/1009 (0.074)	0.002 Increase

Appendix N

One Year Projections

Category	Pre	Post	Projection	
Suspensions				
9th	23	18	115.2	21.6/115.2 =
10th	+ 9	+ 8	- 93.6	19% yearly
	32 or 3.2 weekly	26 or 2.6 weekly	21.6 yrly. decrease	improvement
	3.2 x 36 wks. = 115.2 yrly.	2.6 x 36 wks. = 93.6 yrly.		
Suspended Students				
9th	14	12	79.2	7.2/79.2 =
10th	+ 8	+ 8	- 72.0	9% yearly
	22 or 2.2 wkly.	20 or 2.0 wkly.	7.2 yrly. decrease	improvement
	2.2 x 36 wks. = 79.2 yrly.	2.0 x 36 wks. = 70.0 yrly.		
Repeat Offenders				
9th	6	4	25.2	10.8/25.2 =
10th	+ 1	+ 0	- 14.4	43% yearly
	7 or 0.7 wkly.	4 or 0.4 wkly.	10.8 yrly. decrease	improvement
	0.7 x 36 wks. = 25.2 rly.	0.4 x 36 wks. = 14.4 yrly.		

Appendix O

Suspended Student Profile

Summary

Group	Sex	Race	Over Age	Ability	Repeated Grades	Multi Schls	Below 1.5GPA	Single Parent	Susp/ WDs
9th			DOB pre 9/73						
Pre (14)	M7 F7	Blk 1 Hisp 3 Wh 10	8/14	Basic 6 Reg 7 Adv 0	12/14	6/14	N/A	10/14	9/16
Post (12)	M5 F7	Blk 1 Hisp 2 Wh 9	6/12	Basic 7 Reg 6 Adv 0	10/12	8/12	N/A	11/12	1/16
10th			DOB pre 9/72						
Pre (8)	M5 F4	Blk 4 Hisp 1 Wh 3	6/8	Basic 4 Reg 5 Adv 0	8/8	6/8	8/8	7/8	6/11
Post (8)	M3 F5	Blk 1 Hisp 0 Wh 7	3/8	Basic 3 Reg 5 Adv 1	4/8	5/8	5/8	5/8	3/11
9th & 10th									
Pre (22)	M12 F11	Blk 5 Hisp 4 Wh 13	14/22	Basic 9 Reg 12 Adv 0	20/22	12/22	N/A	17/22	15/27
Post (20)	M8 F12	Blk 2 Hisp 2 Wh 16	9/20	Basic 10 Reg 11 Adv 1	14/20	13/20	N/A	16/20	4/27

Types of Suspensions	Pre	Post
Disrespect	1	0
Refuse Detent.	4	1
Disruption	2	0
Insubordination	3	3
Loitering	1	3
Fight	0	2
Smoking	1	1
Left	7	6
Profanity	5	2
Refuse Detent.	2	1
Disruption	1	0
Insubordination	2	1
Fight	0	3
Smoking	0	2
Left	2	1
Forgery	1	0
Profanity	1	0
Drugs	1	0
Disrespect	1	0
Refuse Detent.	6	2
Disruption	3	0
Insubordination	5	4
Fight	0	5
Loitering	1	3
Smoking	1	3
Left	9	7
Profanity	6	2
Forgery	1	0
Drugs	1	0

Counselor Interventions (Post-100%)	
Couns. Sessions	32
Cities in Schools	8
Adult Education	3
Alt. Education	1
In School Suspensions	4
BiLingual Program	1
	49
	cont
Couns. Sessions	21
Cities in Schools	2
Alt. Education	1
Drug Trt. Ctr.	1
In School Suspension	3
Work	2
	30
	cont
Couns. Sessions	53
Cities in Schools	10
Adult Education	3
Alt. Education	2
In School Susp.	7
BiLingual Program	1
Drug Trt. Ctr.	1
Work	2
	79
	conta

Appendix P

Summary of Suspended Students

Grade Level	Population	Pre	Post	Results
9th	A-D 175 (0.240)	14/175 (0.080)	12/75 (0.067)	0.028 Decrease
	Rest 562 (0.760)	38/562 (0.068)	44/562 (0.078)	0.010 Increase
10th	A-D 157 (0.260)	8/157 (0.051)	8/157 (0.051)	No Change
	Rest 447 (0.740)	19/447 (0.043)	19/447 (0.043)	No Change
9th & 10th	A-D 332 (0.250)	22/332 (0.066)	20/332 (0.060)	0.006 Decrease
	Rest 1009 (0.750)	57/1009 (0.056)	63/1009 (0.062)	0.006 Increase

Appendix Q

Summary of Repeat Offenders

Grade Level	Population			Pre		Post		Results	
				Repeats/Susp. Stud.					
9th	A-D	175	(0.240)	6/14	(0.429)	4/12	(0.333)	0.096	Decrease
	Rest	562	(0.760)	9/37	(0.243)	10/44	(0.227)	0.016	Decrease
10th	A-D	157	(0.260)	1/8	(0.125)	0/8	(0.000)	0.125	Decrease
	Rest	447	(0.740)	4/20	(0.200)	4/17	(0.235)	0.035	Increase
9th & 10th	A-D	332	(0.250)	7/22	(0.318)	4/20	(0.200)	0.118	Decrease
	Rest	1009	(0.750)	13/57	(0.228)	14/61	(0.230)	0.002	Increase

Appendix R

Self-Concept

Summary of Individuals

Grade	Student	Self Report		Teacher Report	Overall
		Pre	Post		
9th	S.A.	11-	9-	+	+
	K.A.	11-	10-	+	+
	P.A.	17-	14-	+	+
	J.B.	12-	7-	+	+
	M.B.	8-	6-	-	+
	T.B.	15-	20-	+	+
	T.C.	8-	6-	-	-
	H.C.	15-	15-	+	+
	V.C.	8-	2-	+	+
10th	M.A.	6-	4-	-	-
	J.C.	15-	14-	-	+
	M.C.	8-	11-	-	-
	N.C.	10-	16-	-	-
	S.C.	18-	17-	+	+
	C.D.	5-	3-	+	+

Totals

Improved (+)	11 (73%)	9 (60%)	11 (73%)
No Change (0)	1 (7%)	-	-
Regressed (-)	3 (20%)	6 (40%)	4 (27%)

Appendix S

Teacher Rating Scale

Group Trends

Category	(+) Improved	(0) No Change	(-) Regressed	Overall
Class Participation	9	3	5	+
Work Completion	7	3	7	0
Social Interaction	10	3	4	+
Emotional Control	9	2	7	+
Interaction/Authority	7	3	7	0
Academic Performance	7	3	7	0
Ability to Adapt to Change	9	4	5	+
Attendance	5	4	7	-
Overall Attitude	9	1	7	+

Improved: Class Participation, Social Interaction, Emotional Control, Adaptability, Overall Attitude

No Change: Work Completion, Interaction/Authority, Academic Performance

Regressed: Attendance

Appendix T

Training Booklet

Suspension Team Outreach
Guidance Administration Pupils
in a Secondary School Setting

by

Patricia Martin-Hollings

Part of a Practicum Report submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

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Introducing the School

A suburban high school in West Palm Beach, Florida was the setting for this practicum. This school is one of the largest of the fourteen high schools in the county. Based on test scores, usually the school is ranked as one of the top high schools. Consistently this school is at or above national, state, and local test averages. Senior surveys indicate that 25% will attend a junior college and 18% a four-year college.

In addition to academic courses, this school offers a four-year work program, a variety of electives in industrial arts, home economics, art, music, agriculture, and business plus an extensive evening and community school program. The school has one of the largest special education centers in the county. Many and varied extracurricular activities complement the academics and electives.

The average educational level of parents is 12.5 years. Most parents in this low to middle-class community work in service occupations or the trades. Two-thirds of the pupils have been touched by divorce, separation, desertion, or death of a parent. The types of employment and the number of "broken" homes have contributed to the level of transiency in the

area. The school has small pockets of pupils bussed from central West Palm Beach, a small group of migrants just south of the school, and a few areas of upper-middle-class, college-educated families in the far western corners of the school boundary. While 82% of the pupils are white, there is an increasing percentage of Hispanics (9%) and a stable percentage of blacks (7%). Most families speak English in the home. The 2,400 pupils served by the school come from diverse backgrounds.

While the 25-year old physical plant has been well maintained, certain additions have been necessary periodically to meet the needs of the growing population. Since the school is situated on nearly 40 acres, there has been ample room for a new media center, gymnasium, practice fields, and numerous portable classrooms. Renovations and additions are part of an ongoing process.

Stability of enrollment is clearly seen in the senior class figures where 78% of the pupils have attended this same high school for all four years. It may be noted, however, that these seniors are only 57% of the original ninth-grade class. Early school leavers are most noticeable in the ninth-grade population which loses an average of 18% of its pupils by

the end of the year. Withdrawal records indicate typical reasons for early school leavers are transiency, need for employment, and loss of credits due to excessive absenteeism (often because of disciplinary actions).

The student body is served by 140 teachers plus support personnel. In addition to the four assistant principals, there are five Assistant Principals for Student Administration (APSAs) with five corresponding guidance counselors. A parent advisory committee and student council work with the administration to develop appropriate school policy and goals. Surveys from parents, teachers, and pupils indicate a high morale and overall positive environment.

Introducing the Program

Concern for discipline in the public schools ranked number one in the last sixteen of seventeen Gallup polls. National statistics reveal that one of every thirteen high school pupils is suspended at least once. Most are ninth and tenth graders. Although guidance services have proven to be effective in helping student behavior, too frequently counseling is not a part of disciplinary actions.

Counseling and discipline share the same goals - yet discipline by itself treats symptoms not causes

while counseling by itself treats causes but neglects accountability for behavior. An effective approach to helping the whole pupil seems to be a team discipline approach where the assistant principal and the guidance counselor work closely together to decrease discipline problems, namely suspensions. Guidance services should be a routine, integral part of all suspension actions. This team model was named Suspension Team Outreach Program - Guidance, Administration, Pupils (STOP-GAP) because it involved the assistant principal, guidance counselor and the pupil. As part of a 10-week practicum at a suburban Lake Worth, Florida high school, STOP-GAP helped to reduce the number of suspensions and repeat offenses among a ninth and tenth grade target population. Student and teacher evaluations also indicated improved self-concept. The practicum report detailing results is available upon request.

Implementing the Program

The initial step is identifying and orienting staff, namely the assistant principal (or whoever is in charge of discipline) and the guidance counselor. The ideal team consists of staff who have worked together before. At the first meeting, the Orientation Handout (Appendix A:9) is given to staff as basic

roles are delineated. The assistant principal simply notifies the guidance counselor of any suspensions made. In most schools, disciplinary actions are put in writing so a copy of the suspension form (for an example, see Appendix B:10) should be sent to the counselor. The counselor then meets with the pupils at the time of suspension or as soon as possible upon the student's return to school. At this initial meeting the counselor uses Counseling Guidelines (Appendix C: 23) to help the pupil develop alternative behaviors to avoid further suspension. Other Counseling Interventions (Appendix D:26) may be warranted. The counselor may wish to evaluate pupil self-concept by using a tool such as the Self-Esteem Inventory (SEI) by Stanley Coopersmith of the University of California at Davis (Appendix E:27). A second SEI or the Teacher Rating Scale (Appendix F:28) may be used by the counselor for follow-up on pupil progress later. A minimum of weekly staff meetings is suggested to make any adjustments in the program for any given pupil. Ongoing communication of staff is crucial.

Identifying the target group of pupils is another important step. Previous student records can be helpful in determining what group at the school has the most serious problem with disciplinary actions. Be re-

alistic. Start small and then expand if the program works. The original STOP-GAP program targeted a portion of ninth and tenth graders who exhibited the highest suspension and repeat offense rates.

Determining the Results

Records of suspensions and repeat offenses (for example, refer to Appendix G:29) should be kept to evaluate the success of the program. Earlier records can be compared to records during the program to provide accountability and program evaluation.

The original STOP-GAP results are shared at the end of this booklet (Appendix H, I, J:30,31,32).

Appendix A

Orientation Handout

Suspension Team Outreach Program
Guidance, Administration, Pupils

STOP-GAP

Counseling and discipline share the same goals - yet discipline by itself treats symptoms not causes while counseling by itself treats causes but neglects accountability for behavior. The best approach to helping the whole pupil seems to be a team approach like STOP-GAP where the assistant principal and guidance counselor work closely together to decrease discipline problems, namely suspensions.

The team approach is simple. The assistant principal immediately notifies the counselor of any ninth or tenth grade suspension. At the time of suspension or upon the pupil's return to school, the counselor holds a problem-solving, decision-making strategy session to help the pupil develop alternative behaviors and take responsibility for his/her actions. Parent contact and support are most helpful to the program. The counselor may supplement this minimum session with other strategies listed on Counseling Interventions.

The assistant principal and guidance counselor meet at least once weekly to update and coordinate the progress of different pupils. The key to a successful STOP-GAP program is communication and coordination - working together to help pupils develop positive behavior and a sense of accountability for behavior!

Appendix B

STUDENT DISCIPLINE REFERRAL

STUDENT: _____ Grade: _____ Time: _____

REPORTED BY: _____ Position: _____ DATE: _____

NATURE OF PROBLEM: _____

_____

_____

ACTION BEFORE REFERRAL

Conference with Pupil _____
Detention _____
Parent Conference _____
Letter to Parents _____
Guidance Conference _____
Other _____
_____

TEACHER/STUDENT/ADMINISTRATION CONF.

My Planning Period Is _____
This Period Student is in Room _____

ACTION BY ADMINISTRATION

Date: _____

____ Conference with pupil (warning-reprimand)
____ Detention
____ Phone call to parents
____ Formal letter (copy in your mailbox)
____ Conference with parent being requested
____ Referred to Pupil Personnel Department
____ Suspension (with hearing)
____ Corporal Punishment
____ Other:

1st COPY - ORIGINATOR 2nd COPY - STAFF 3rd COPY - PARENT 4th COPY - ADMINISTRATION

PBSD0279

Appendix C

Counseling Guidelines

for Problem-Solving/Decision-Making Session

The following steps are only guidelines. The counselor is encouraged to adapt these steps to fit his/her own personal style and the needs of the pupil during this session.

Step 1: Establishing Rapport

Let the pupil know that you want to help. Relate to the pupil that you have his/her best interests at heart. Get the message across that you are not judging but rather helping the pupil be more successful.

Step 2: Identifying the Problem

Help the pupil identify and understand the central issue or problem. Relate the behavior to the consequence. It might be beneficial for you to ask these kinds of questions:

Have you read the student handbook regarding _____?

Were you aware of the penalty for _____?

What is the problem?

When does it occur and under what circumstances?

Who else is involved or who else contributes

to the problem?

Who or what interferes with making a decision?

What prompted you to act in this manner?

What were you trying to accomplish?

In what ways could your actions have interfered with what you were trying to accomplish?

Step 3: Exploring Alternatives and Consequences

Help the pupil look at other behaviors to accomplish what is wanted. Help the pupil evaluate the alternatives by discovering and weighing the consequence of each behavior. It might be beneficial for you to ask these kinds of questions:

Are you willing to try a different way?

What are some other ways to get what you want?

Who or what interferes with you choosing this alternative?

What is good about this alternative?

If you choose this alternative, exactly what steps would you follow the next time a situation similar to this one happens?

If you acted in this other way, what do you think might happen? What would you get out of it?

Step 4: Choosing the Best Alternative

Help the pupil pick one alternative to follow the next time a similar situation happens. Help the pupil take responsibility for his/her behavior by making a contract with you. Note and both of you sign the terms of the agreement at the bottom of the discipline referral. Set a time to meet again to follow up and evaluate the pupil's behavior.

Appendix D

Counseling Interventions

All Students:

1. Problem-solving and decision-making strategy session at time of suspension or upon return to school in order to help the pupil identify alternative behaviors for any similar situation in the future.
2. Parent contact to facilitate parent support and involvement in the program.

Individualized Strategies:

3. Personal counseling by guidance counselor
4. Academic, vocational guidance sessions
5. Referral for tutoring
6. Referral to other community agencies
7. Performing a needs assessment
8. Initiating weekly progress reports
9. Referral of parent/s to parenting classes
10. Referral to Occupational Specialist.
11. Counseling and/or referral for General Education Diploma (G.E.D.) or Adult Education Diploma
12. Testing, screening for other programs at school
13. Developing and implementing behavior contracts
14. Initiating conference with others (e.g., teachers, parents, administrators, agency representatives)
15. Providing support services to teachers (e.g., strategy plans, classroom management, community resources)
16. Other (specified)

SELF-ESTEEM INVENTORY (SEI)

Stanley Coopersmith

University of California, Davis

Date Administered _____

Student Name _____ Student I.D. Number _____

School Number _____ Grade Level _____

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column "LIKE ME".

If the statement does not describe how you usually feel, put a check (✓) in the column "UNLIKE ME".

There are no right or wrong answers.

	Yes Like Me	No Unlike Me
Example: I'm a hard worker.		
1. I often wish I were someone else.	(-)	(+)
2. I find it very hard to talk in front of the class.	(-)	(+)
3. There are lots of things about myself I'd change if I could.	(-)	(+)
4. I can make up my mind without too much trouble.	(+)	(-)
5. I get upset easily at home.	(-)	(+)
6. I'm a lot of fun to be with.	(+)	(-)
7. It takes me a long time to get used to anything new.	(-)	(+)
8. I'm popular with kids my own age.	(+)	(-)
9. My parents usually consider my feelings.	(+)	(-)
10. I give in very easily.	(-)	(+)
11. My parents expect too much of me.	(-)	(+)
12. It's pretty tough to be me.	(-)	(+)
13. Things are all mixed up in my life.	(-)	(+)
14. Kids usually follow my ideas.	(+)	(-)
15. I have a low opinion of myself.	(-)	(+)
16. There are many times when I'd like to leave home.	(-)	(+)
17. I often feel upset in school.	(-)	(+)
18. I'm not as nice looking as most people.	(-)	(+)
19. If I have something to say, I usually say it.	(+)	(-)
20. My parents understand me.	(+)	(-)
21. Most people are better liked than I am.	(-)	(+)
22. I usually feel as if my parents are pushing me.	(-)	(+)
23. I often get discouraged in school.	(-)	(+)
24. Things usually don't bother me.	(+)	(-)
25. I can't be depended on.	(-)	(+)

Appendix F

Teacher Rating Scale

Dear _____,

To help us evaluate a pilot program in which _____ has participated, please take a few moments to complete this confidential rating of this pupil.

Please check the appropriate boxes and include any comments if you'd like. I'd appreciate this form being returned to me by _____.

Thanks,

Pat Martin-Hollings

	Improved	No Change	Regressed
Class Participation			
Work Completion			
Social Interaction			
Emotional Control			
Interaction/Authority			
Academic Performance			
Ability to Adapt to Change			
Attendance			
Overall Attitude			

Comments (optional):

TO.

FROM: Student Services

RE: Report of Activities

DATE:

SUSPENSIONS

	NAME	GR.	SEX	RACE	DATES	PROBLEM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

IN-SCHOOL SUSPENSIONS

		GR.	SEX	RACE	DATE	PROBLEM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

CORPORAL PUNISHMENT

		DATE	GR.	SEX	RACE	WITNESSED BY	PROBLEM
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

PARENT CONTACTS: Total number_____

PARENT STUDENT CONFERENCES: Total number_____

CAMPUS SUPERVISIONS:

COMMENTS OR RECOMMENDATIONS:

Appendix H

Summary of Total Suspensions

Grade Level	Population	Pre	Post	Results
9th	A-D 175 (0.240)	23/175 (0.131)	18/175 (0.103)	0.028 Decrease
	Rest 562 (0.760)	49/562 (0.087)	51/562 (0.091)	0.004 Increase
10th	A-D 157 (0.260)	9/157 (0.057)	8/157 (0.050)	0.007 Decrease
	Rest 447 (0.740)	24/447 (0.054)	24/447 (0.054)	No Change
9th & 10th	A-D 332 (0.250)	32/332 (0.096)	26/332 (0.078)	0.018 Decrease
	Rest 1009 (0.750)	73/1009 (0.072)	75/1009 (0.074)	0.002 Increase

Appendix I

Summary of Repeat Offenders

Grade Level	Population		Pre		Post		Results	
			Repeats/Susp. Stud.					
9th	A-D	175 (0.240)	6/14	(0.429)	4/12	(0.333)	0.096	Decrease
	Rest	562 (0.760)	9/37	(0.243)	10/44	(0.227)	0.016	Decrease
10th	A-D	157 (0.260)	1/8	(0.125)	0/8	(0.000)	0.125	Decrease
	Rest	447 (0.740)	4/20	(0.200)	4/17	(0.235)	0.035	Increase
9th & 10th	A-D	332 (0.250)	7/22	(0.318)	4/20	(0.200)	0.118	Decrease
	Rest	1009 (0.750)	13/57	(0.228)	14/61	(0.230)	0.002	Increase

Appendix J

One Year Projections

Category	Pre	Post	Projection	
Suspensions				
9th	23	18	115.2	21.6/115.2 =
10th	+ 9	+ 8	- 93.6	19% yearly
	32 or 3.2 weekly	26 or 2.6 weekly	21.6 yrly. decrease	improvement
	3.2 x 36 wks. = 115.2 yrly.	2.6 x 36 wks. = 93.6 yrly.		
Suspended Students				
9th	14	12	79.2	7.2/79.2 =
10th	+ 8	+ 8	- 72.0	9% yearly
	22 or 2.2 wkly.	20 or 2.0 wkly.	7.2 yrly. decrease	improvement
	2.2 x 36 wks. = 79.2 yrly.	2.0 x 36 wks. = 70.0 yrly.		
Repeat Offenders				
9th	6	4	25.2	10.8/25.2 =
10th	+ 1	+ 0	- 14.4	43% yearly
	7 or 0.7 wkly.	4 or 0.4 wkly.	10.8 yrly. decrease	improvement
	0.7 x 36 wks. = 25.2 yrly.	0.4 x 36 wks. = 14.4 yrly.		